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ABSTRACT

This manual on conducting an adult English for speakers of other languages (ESOL) program is designed for professional development of new ESOL instructors. It is one of three manuals developed to supplement a previous series of professional development manuals. The Adult ESOL Instructor Self-Directed Assessment is provided to assess prior adult ESOL teaching knowledge. Its answer key is correlated to the manual's page numbers for easy reference. Each of the five units consist of some or all of the following components: objectives; informational material; and references. The following are unit topics: (1) student orientation, assessment, and placement; (2) frameworks curricula: adult ESOL, adult vocational ESOL, workplace readiness, and citizenship; (3) adult ESOL instructional strategies; (4) student tracking: literacy completion points; and (5) your institution's adult education ESOL programs and resources (to be customized by the program manager). Appendixes include adult education acronyms, ESOL academic skills, sample lesson plans and activities, definitions, instructor resources, staff development mentoring model, and evaluation form. (YLB)

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ED 439 287

# GUIDE FOR INSTRUCTORS OF ADULT ESOL

**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

**Florida Community College at Jacksonville**
**Program Development**
**Quality Professional Development Project 1999**

CE019932



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# GUIDE FOR INSTRUCTORS OF ADULT ESOL

**Florida Community College at Jacksonville**
**Program Development**

**Quality Professional Development Project 1999**

# QUALITY PROFESSIONAL DEVELOPMENT PROJECT 1999

FLORIDA COMMUNITY COLLEGE
AT JACKSONVILLE
PROGRAM DEVELOPMENT

**This project was funded through a Florida Department of Education, Division of Workforce Development, 353 Special Demonstration Grant.**

Quality Professional Development Project 1999

*GUIDE FOR INSTRUCTORS OF ADULT ESOL*

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# FOREWORD

An Adult ESOL (English for Speakers of Other Languages) program is intensive literacy instruction for adult students who are non-native speakers of English. The goal of the program is to exit students at an English proficiency level where they can succeed in the mainstream of our society. As a new English for Speakers of Other Languages (ESOL) instructor, you will encounter many challenges. This manual, ***Guide for Instructors of Adult ESOL,*** and its accompanying videotape were developed by experienced adult education ESOL instructors and program managers with your needs in mind.

### ■ Adult ESOL Instructor Self-Directed Assessment

The *Adult ESOL Instructor Self-Directed Assessment* was developed to assess your prior adult ESOL teaching knowledge. Its answer key is correlated to the manual's page numbers for easy reference.

### ■ Student Orientation, Assessment, and Placement

The *Student Orientation, Assessment, and Placement* unit identifies the key components for a successful Adult ESOL student orientation, introduces you to the program criteria for student class placement, suggests successful student recruitment and retention strategies, and reviews the three state authorized ESOL assessment instruments used for student placement.

### ■ Frameworks Curricula: Adult ESOL, Adult VESOL, Workplace Readiness and Citizenship

The *Frameworks Curricula: Adult ESOL, Adult VESOL, Workplace Readiness and Citizenship* unit introduces you to the concept of curriculum frameworks, reviews the purposes of instruction in Adult ESOL, Adult VESOL, Workplace Readiness and Citizenship courses, and examines successful methods of Adult ESOL instruction and strategies for evaluating student learning competencies.

■ **Adult ESOL Instructional Strategies**

The *Adult ESOL Instructional Strategies* unit introduces strategies for teaching in a multilevel learner-centered adult ESOL class, discusses the use of cultural awareness techniques in the classroom, reviews nine adult ESOL teaching methodologies, and introduces the four main ESOL instructional components (Listening, Speaking, Reading and Writing).

■ **Student Tracking: Literacy Completion Points (LCPs)**

The *Student Tracking: Literacy Completion Points (LCPs)* unit defines the term literacy completion point and examines its effect on student tracking, retention, and completion. It also discusses the impact of the Florida 1998 Workforce Development legislation on future funding for adult education programs (ABE, GED, AHS, ESOL). It also examines classroom record-keeping methods using student checklists, folders and portfolios for student placement, tracking, and program exit or completion.

■ **Your Institution's Adult ESOL Program and Resources**

The *Your Institution's Adult ESOL Program and Resources* unit has been customized by your program manager to orientate you to your adult ESOL program and teaching assignment.

■ **Appendices**

The *Appendices* section augments the manual with sample lesson plans and activities, adult education acronyms, definitions, instructor resources, a staff development mentoring model, educators' internet and e-mail access, and the Quality Professional Development project's Instructor/User evaluation form.

For many students, the ESOL classroom is the start of a new experience in education. It is one that can be exciting rather than demeaning, successful rather than defeating. Working as an ESOL instructor can be rewarding and exhausting. We hope this material lets you walk into the classroom feeling prepared for the challenge.

# ACKNOWLEDGMENTS

***TO TEACH IS TO LEARN.***
***—Japanese proverb***

We would like to express our appreciation to the following educators who generously assisted us with the creation of the adult ESOL professional development statewide training products (manual and videotape) ***Guide for Instructors of Adult ESOL.***

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# *ADULT ESOL INSTRUCTOR SELF-DIRECTED ASSESSMENT*

1. What are the essential components of a successful adult ESOL student orientation?
2. What are the five curriculum competencies that establish the student performance level (SPL) class placement?
3. Why is correct ESOL SPL placement crucial to the student?
4. At what student performance level (SPL) will a student be able to satisfy his basic English language survival needs and very routine social demands?
5. What are the adult education program component areas that have been impacted by the Florida 1998 Workforce Development legislation?
6. List at least three strategies for student recruitment.
7. List at least three strategies for student retention.
8. What are the three state-authorized ESOL assessment instruments?
9. What are curriculum frameworks?
10. What are the purposes of Adult ESOL, VESOL, Workplace Readiness, and Citizenship classes?
11. How do you evaluate student performance in Adult ESOL, VESOL, Workplace Readiness, and Citizenship classes?
12. What are the four stages of second language acquisition?
13. List at least seven ESOL teaching approaches.
14. What are the characteristics of learner-centered instruction?
15. List at least four learner-centered instructional strategies.

16. What types of problems can an adult ESOL learner experience?

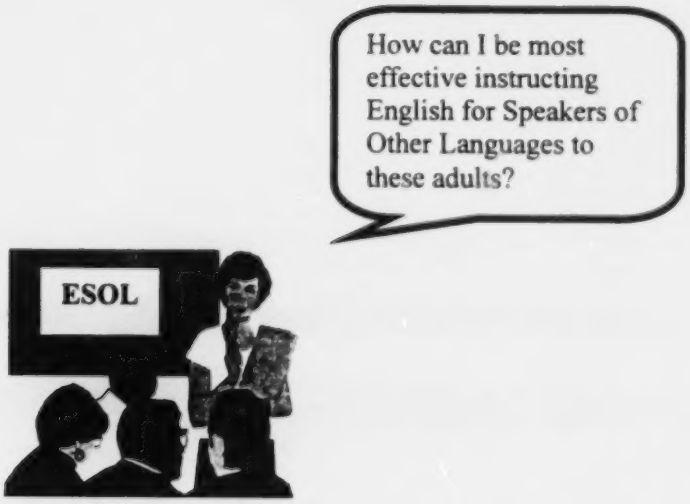
17. What are literacy completion points (LCPs)?

18. How will the Florida 1998 Workforce Development legislation impact adult education programs for students and instructors?

19. What is the effect of LCPs on student retention and program completion?

20. What items should be maintained in a student folder?

21. What items should be maintained in a student portfolio?

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# *ADULT ESOL INSTRUCTOR SELF-DIRECTED ASSESSMENT*

## Answer Key

1. The essential components of a successful adult ESOL student orientation are: (Unit I, page 2)

   a. assessment and placement
   b. class levels
   c. objectives of the curriculum
   d. curriculum description
   e. time and duration of classes
   f. length of the semester
   g. placement level promotion
   h. student attendance expectations
   i. homework and studying

2. The five curriculum competencies that establish the student performance level (SPL) class placement are: (Unit I, page 6)

   a. listening
   b. speaking
   c. reading
   d. writing
   e. employability

3. Correct ESOL SPL placement is crucial to the student because he will become frustrated and not complete the program. (Unit I, page 6)

4. The student performance level (SPL) that will be able to satisfy a student's basic English language survival needs is SPL 4. (Unit I, page 7)

5. The adult education program component areas that have been impacted by the Florida 1998 Workforce Development legislation are curriculum, funding, and student completion. (Unit I, page 9)

6. Three strategies for student recruitment are: (Unit I, pages 11)

   a. new students a reward (e.g. notebook, pen or pencil);
   b. students who recruit new students receive rewards (e.g. school pen, three-ring notebook, plastic pouch with pens, pencils, erasers, and highlighters in it);
   c. instructors should recognize that our students are our best recruiters

7. Three strategies (i.e. support, instruction, and program components) for student retention are: (Unit I, pages 13 & 14)

   a. providing educational and career-planning counseling (support)
   b. providing feedback as soon as possible after performance (instruction)
   c. initiating activities for students (support-group parties, etc. program components)

8. Three state authorized ESOL assessment instruments are CASAS, A-LAS, AND ESLOVA. (Unit I, page 17)

9. Curriculum frameworks are the minimum student performance standards that were developed to assist teachers with consistency in the delivery of program instruction. (Unit II, page 22)

10. The purpose of the **ESOL** course is to communicate completely in English at various levels of instruction. Each instructional level focuses on Workforce Development, Life, and Academic skills. (Unit II, page 22 & 23)

    The purpose of the Adult **VESOL** course is to provide English language instruction for Limited English Proficient (LEP) adults to prepare them to be successful as students in vocational/technical programs. (Unit II, page 25)

    The purpose of a **Workplace Readiness** course for the Limited English Proficient (LEP) adult is to provide English language instruction for LEP adults who are employed but are required to improve their English language skills to maintain employment. (Unit II, page 27)

    The purpose of the **Citizenship** course is to prepare students for success in the naturalization process required for all who have United States citizenship as a goal. (Unit II, page 29)

11. To evaluate student performance in an Adult **ESOL** class, you should pay particular attention to the performance standards listed in the Adult ESOL Curriculum Frameworks that are part of the ESOL program. These performance standards are designed to provide measurable learning outcomes and to indicate the areas that students need to demonstrate achievement of skills. In addition, the competency checklist is an instrument you should use to document student attainment of Literacy Completion Points (LCPs). The instructor should then back up competencies certified on the checklists with additional evaluation instruments such as standardized tests, teacher-made tests, student portfolios, etc. (Unit II, page 24)

Adult **VESOL** learners must achieve a Literacy Completion (LCP) to exit a level as a completer. Completion of performance standards is documented by the appropriate competency checklist, similar document or score on an approved test. Students will remain in the VESOL level until they attain the required benchmark. Since the goal of many VESOL students is entrance into a vocational/technical program, it is also appropriate to assess students with a basic skills test to determine an appropriate timeline for enrollment in a vocational/technical program. (Unit II, page 25)

**Workplace Readiness** classes are designed to further an employee's ability to function in English on the job, the best evaluation will involve the employee's supervisor. The supervisor is uniquely positioned to provide feedback on the impact the English class has had on the job effectiveness of the participant. (Unit II, page 29)

The only measurable outcome in a **Citizenship** class will be the student's successful completion of performance standards that demonstrate probability of success on the oral citizenship interview with the U. S. Department of Immigration and Naturalization Service personnel. (Unit II, page 29)

12. The four stages of second language acquisition are: (Unit III, page 33)

pre-production
early production
speech emergence
intermediate fluency

13. ESOL teaching approaches are: (Unit III, pages 37-49)

a. Freirean or Participatory Education
b. Whole Language
c. Language Experience
d. Learner Writing and Publishing
e. Competency-Based Education
f. Natural
g. Total Physical Response
h. Communicative
i. Audio-Lingual

14. Characteristics of learner-centered instruction are: Unit III, pages 56 & 57)

a. Content and sequence of (i.e. workplace) curriculum
b. Problem-solving activities
c. Traditional roles of the teacher
d. Communicative situations

15. Four learner-centered instructional strategies are: (Unit III, page 58)

    a. Adopt a whole language orientation: integrating listening, speaking, reading, and writing to reflect natural language use.
    b. Choose activities that help learners transfer what they learn in the classroom to the worlds in which they live.
    c. Use authentic language in the classroom.
    d. Place the learning in workplace and other adult contexts relevant to the lives of learners, their families, and friends.

16. An adult ESOL learner may act in ways unfamiliar to you because:
    (Unit III, pages 60 –63)

    a. His behavior is probably a part of his native culture.
    b. Cultures involve such things as values, attitudes, goals, gestures, courtesies, eye contact, spatial awareness, time awareness, modes of dress, habits of cleanliness, and many more differences.

17. Literacy completion points (LCPs) are student achievement of academic or workforce competencies. (Unit IV, page 76 and Appendix G, page 106)

18. The Florida 1998 Workforce Development legislation will impact adult education programs for students and instructors in the following ways: (Unit IV, page 76)

    a. Greater accountability for adult education (ABE, GED, AHS, ESOL) programs
    b. Program funding will be driven by student mastery of Literacy Completion Points (LCPs): student achievement of competencies.
    c. Student gains (LCPs) are shown through standardized instruments, checklists, or portfolios.
    d. Funding for adult education programs will be determined by student progression from one placement level to the next or student program completion.
    e. Instructors determine when students are ready to exit or move to the next student performance level based on documentation of student performances.
    f. To implement or enhance student orientation, recruitment and retention strategies that are critical factors to student and program success.

19. The effect of LCPs on student retention and program completion will be seen in our program funding that is based on student progress and educational gains.
    (Unit IV, page 77)

20. The following items should be maintained in a student folder: (Unit IV, page 80)

    a. Student Data/Personal Information form
    b. Student Program/Agreement form
    c. Literacy Completion Points (LCP's) verification form
    d. Samples of student's work
    e. Samples of teacher-made tests

21. The following items should be maintained in a student portfolio: (Unit IV, page 80)

    a. Each portfolio should include the state-mandated list of targeted competencies (LCP's).
    b. Students and instructors decide what the individual pieces are that will be included in the portfolios.
    c. Every piece should be representative of a student's ability as related to a competency.
    d. Instructors provide standards/guidelines for student portfolio evaluation.

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# UNIT I

## *STUDENT ORIENTATION, ASSESSMENT AND PLACEMENT*

### OBJECTIVES

**The instructor will be able to:**

1. **Identify the key components of a successful adult ESOL student orientation.**
2. **Understand the criteria for establishing the student performance level for class placement.**
3. **Implement recruitment and retention strategies.**
4. **Identify the three state authorized ESOL assessment instruments.**

# ADULT ESOL STUDENT ORIENTATION

An adult student's orientation to a program is an important element for the success of the student and the effectiveness of the program. Orientation is a student's introduction to the school, the program, and the ESOL staff. It is a time when impressions are made, questions are answered, doubts are expressed, and the goals and objectives are defined. It is an opportunity for the student to gather information and an opportunity for the presenter to capture the attention and commitment of the student.

At orientation, the presenter can inform the students of all aspects of the program. In short, students should know how the program will affect their lives and how their own behaviors and commitments will affect the program. Students who are informed and aware of what is expected will be more dedicated and more likely to honor their commitments to study. Since student retention and completion dictates our program funding, a thorough and consistent orientation should be part of any program's enrollment procedure.

## THE ORIENTATION PROCEDURE

Ideally, orientations should be conducted in several languages. As many of our students are very low-level or beginning-level ESOL students, it would be best if the information could be provided in their languages, or that translators be made available. However, with large programs, or with programs that have a very diverse population, it may not be possible to ensure that everyone receives the information in his native language. Also, considering time constraints and the amount of information that must be imparted in our student orientation sessions, it may be advisable that the information be given orally in English and written

material be provided in other languages. The orientation process must be informative, precise, and inspiring. The following topics are essential components for a successful adult ESOL student orientation.

## ORIENTATION TOPICS

- ✓ ***assessment and placement***
- ✓ ***class levels***
- ✓ ***objectives of the curriculum***
- ✓ ***curriculum description***
- ✓ ***time and duration of classes***
- ✓ ***length of the semester***
- ✓ ***placement level promotion***
- ✓ ***student attendance expectations***
- ✓ ***homework and studying***

## *REGISTRATON*

The registration process can be one of confusion and frustration for ESOL students. For an English-speaking student, it may all seem merely inconvenient; but for an ESOL student the language barrier contributes anxiety to his frustration associated with the procedure of "fill this out, stand here, wait there, then to the next line," etc. The student may feel apprehensive about understanding and following directions. For ESOL students, we should have a registration procedure that is as understandable as possible.

We must also consider student convenience. If we are to maximize student enrollments (Florida ESL adult education program 1997 enrollment: 147,095*), registration must be accessible for all potential students. The times must be varied, the locations convenient, and the process as expeditious as possible.

**Source: U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy, January 1999.*

# ESOL ENTRANCE DATA

NAME_____ ENROLLMENT DATE_____

ADDRESS_____

TELEPHONE_____ BIRTHDATE_____

SOCIAL SECURITY #_____ CLASS LOCATION_____

**DIRECTIONS: CIRCLE THE NUMBERS WHICH APPLY.**

I. Native Language

1. Arabic
2. Chinese
3. French
4. German
5. Japanese
6. Spanish
7. Vietnamese
8. Other (specify)_____

II. Marital Status

1. Single
2. Married
3. Divorced
4. Separated
5. Widowed

III. Number of Children

0
1
2
3
4
5 or more

IV. Last grade completed in school: 0 1 2 3 4 5 6 7 8 9 10 11 12 College

V. What is your living status in the United States?

1. Permanent Resident
2. Resident Alien
3. Seasonal Resident
4. U.S. Citizen
5. Married to U.S. Citizen
6. Refugee
7. Tourist
8. Other (specify)_____

VI. What is your main reason for enrolling in this English program?

1. To get a job
2. Job promotion
3. Vocational training
4. As a necessity for living in the United States
5. To get a high school diploma
6. To pass the G.E.D.
7. To go to college
8. To obtain U.S. citizenship
9. Other (specify)_____

VII. How did you find out about this program?

1. Family
2. Friend
3. Newspaper
4. Radio
5. Television
6. Catalogue
7. Teacher
8. Church
9. Counselor
10. Employer
11. Government agency
12. Other (specify) _____

VIII. What area(s) of English skills are you interested in studying?

1. Survival English
2. Employability English
3. Academic English
4. Citizenship
5. Vocational English
6. Computer literacy

IX. Are you employed?

1. YES
2. NO

X. Would you like to be employed?

1. YES
2. NO

XI. What will be your schedule for attending class?

Monday_____ to _____
Tuesday_____ to _____
Wednesday_____ to _____
Thursday_____ to _____
Friday_____ to _____

***DO NOT WRITE BELOW THIS LINE***

THIS SECTION IS FOR STAFF USE ONLY

***CASAS TEST SCORES***

APPRAISAL: _____ DATE: _____
PRE-TEST: _____ DATE: _____
POST-TEST: _____ DATE: _____
PRE-TEST: _____ DATE: _____
POST-TEST: _____ DATE: _____
PRE-TEST: _____ DATE: _____
POST-TEST: _____ DATE: _____
PRE-TEST: _____ DATE: _____
POST-TEST: _____ DATE: _____

EXIT DATE: _____ COMMENTS: _____

*Source: Daytona Beach Community College, ESOL - 1999*

# *STUDENT PERFORMANCE LEVELS*

It is necessary that the students understand the different levels of the program. If a Student Performance Level (SPL) is not assessed correctly for appropriate placement, the student will become frustrated and not complete the program. They should be informed about program expectations regarding attendance, completion, etc. They should also be given competencies (listening, speaking, reading, writing, and employability) and class information as well as information about placement level promotion.

## *ESOL LEVEL 7*

Academic Skills to be implemented in FY 1999-2000. (See Appendix B, Page 84)

## *ESOL LEVEL 6*

***SPL (Student Performance Level) 6 Listening/Speaking:***
Can satisfy most survival needs and social demands.
Has some ability to understand and communicate on the telephone on familiar topics.
Can participate in conversations on a variety of topics.

***Reading/Writing:***
Can read and interpret simplified and some non-simplified materials on familiar topics.
Can interpret simple charts, graphs, labels and a payroll stub.
Can complete a simple order form, fill out medical information forms and job applications.
Can write short personal notes and letters and make simple log entries.

***Employability:***
Can handle jobs and job training situations that involve following simple oral written instructions and multi-step diagrams.
Limited public contact.
Can read a simple employee handbook.

*(Students at the higher end of this level are able to begin GED preparation.)*

## *ESOL LEVEL 5*

***SPL(Student Performance Level) 5 Listening/Speaking:***
Can satisfy basic survival needs and limited social demands.
Can follow oral directions in familiar contexts.
Has limited ability to understand on the telephone.
Easily understands learned and new phrases containing familiar vocabulary.

***Reading/Writing:***
Can read and interpret simplified and some authentic material on familiar subjects.
Can write messages or notes related to basic needs.
Can fill out basic medical forms and job applications.

***Employability:***
Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.

## *ESOL LEVEL 4*

***SPL (Student Performance Level)4 Listening/Speaking:***
Can satisfy basic survival needs and very routine social demands.
Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition.

***Reading/Writing:***
Can read and interpret simple material on familiar topics.
Able to read and interpret simple directions, schedules, signs, maps, and menus.
Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations.

***Employability:***
Can handle entry-level jobs that involve some simple oral and written communication in which tasks can also be demonstrated and/or clarified orally.

## *ESOL LEVEL 3*

***SPL (Student Performance Level) 3 Listening/Speaking:***
Functions with some difficulty in situations related to immediate needs.
May have some simple oral communication abilities using basic learned phrases and sentences.

***Reading/Writing:***
Reads and writes letters, numbers, a limited amount of basic sight words, and simple phrases related to immediate needs.
Can write basic personal information on simplified forms.

***Employability:***
Can handle routine entry-level jobs that involve only the basic oral or written communication in English and in which all tasks can be demonstrated.

## *ESOL LEVEL 2*

***SPL (Student Performance Level) 2 Listening/Speaking***
Functions in a very limited way in situations related to immediate needs.
Asks and responds to basic learned phrases spoken slowly and repeated often.

***Reading/Writing:***
Recognizes and writes letters and numbers.
Reads and understands common sight words.
Can write own name and address.

***Employability:***
Can handle only what is demonstrated.

## *ESOL LITERACY/LEVEL 1*

***SPL (Student Performance Level) 0-1 Listening/Speaking:***
Functions minimally, if at all, in English.
Communicates only through gestures and a few isolated words.

***Reading/Writing:***
May not be literate in any language.

***Employability:***
Can handle very routine entry-level jobs that do not require oral or written communication in English and are easily demonstrated.
Employment choices would be extremely limited.

# *FLORIDA 1998 WORKFORCE DEVELOPMENT LEGISLATION AND ADULT ESOL PROGRAMS*

Next, students should know how our state's workforce development legislation has affected Florida's adult education programs and its funding.

### *Curriculum*

The focus of our curriculum has shifted from a purely academic/grammar based curriculum to a workforce development curriculum which stresses enhancement of life and workplace skills through vocabulary development, idiomatic expressions, grammatical structure in context, as well as contextual listening and speaking exercises.

### *Funding*

Our program funding will be based on the completion and placement of our students.

### *Student Completion*

We need to stress the importance of students' attendance and completion. Our students need to take their education seriously and we need to ask them to make a commitment to completing our programs.

# *STUDENT BENEFITS*

It is crucial that we encourage, motivate, and inspire our students. Our students must understand how the benefits of our program can impact their lives. They must understand how learning English will allow them to reach their goals. It is appropriate to discuss their goals and to give concrete examples of how our programs will help them to attain those goals. For example, their program completions may provide:

- ***Enhanced employability skills and thus increased opportunities for securing employment or a promotion***
- ***Information on how to assimilate successfully into our culture***
- ***Preparation for United States citizenship***
- ***Access to future academic ESOL college credit programs***
- ***Acceptance into a college credit course of study***
- ***Entrance into vocational/technical training programs***

While discussion of these opportunities is appealing, students become further interested when they are given concrete examples of salaries. For example, as a welder, students can earn $9.00 - $15.00 as an hourly starting rate, depending on skill and experience. Of course, it must be stressed that this is not a guarantee—that they are not promised employment and they are not promised a particular salary, but that this training will give them the opportunity to learn a marketable skill that may earn them a greater salary. A majority of ESOL students work in our manufacturing industries usually earning starting hourly wages between $6.00 - $6.50.

Many of our students are highly educated, professional people. They are dismayed to discover that their degrees and education are not accepted here, especially if their English skills are limited. They often become discouraged and depressed. When students are shown that there are opportunities to improve their English and job skills in our ESOL programs, they may choose to further improve their employability skills through our vocational programs that may offer them an opportunity to earn higher annual starting salaries or hourly wages. They would then be more likely to make a commitment to finishing our adult ESOL programs.

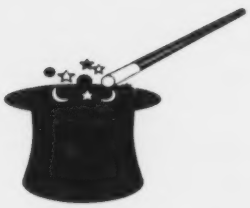
Our students' must commit for the program duration if we are to be able to ensure future funding of our ESOL programs. Students must feel that our programs will allow them to go

beyond their goals of learning to speak, read, and write English. If students understand that our programs may help them secure better jobs, earn higher wages, be accepted into training programs, etc., they will be more likely to successfully complete our ESOL programs.

# *RECRUITMENT AND RETENTION STRATEGIES*

## *MAGIC FORMULAS FOR SUCCESS:*

## *RECRUITMENT*



- Teachers recognize that our ESOL students are our best recruiters.

- When a new student enters the program, he/she does not leave the school without a reward. New students receive a notebook along with paper and a pencil.

- Students who recruit new students receive a reward as well.

  (a) First time recruiters receive a three-ring notebook.

  (b) Second time recruiters receive a plastic pouch to fit their three-ring notebook with two pencils, a pen, an eraser, and a highlighter.

  (c) Third time recruiters receive a pen with the school name and logo.

- Another challenge is student testing. CASAS testing requires most students to return to complete the testing process. Many sites have difficulty getting students to return on the scheduled day and time. One site found a magic formula to ensure greater success. It printed an appointment card that has proven nearly 99% effective. (See top of next page)

PALM BEACH LAKES
**COMMUNITY HIGH SCHOOL**
**ADULT, VOCATIONAL, AND COMMUNITY EDUCATION DEPARTMENT**

3505 Shiloh Drive
West Palm Beach, FL 33407
561-640-5025: Fax: 688-5240

M_____
has an appointment on

MON THUR DATE:_____

TUES FRI AT: _____
AM PM

WED

*Source: Palm Beach Public Schools, 1999*

# *STRATEGIES FOR RETENTION*

## *COMMITTING TO STUDENT SUCCESS*

To achieve success, students must stay in programs long enough to accomplish their objectives. Effective retention strategies encourage student persistence and raise retention rates. Studies also confirm the following:

- Programs focusing on student success rather than some other objective obtain significantly better outcomes and higher retention rates.
- Students who attend classes regularly are much more likely to achieve their goals than those who do not.
- For strategies to work, action must occur at all levels—state and local—and by all personnel; states must establish policies and provide support mechanisms that will enable programs to apply retention strategies at the local level.
- A zero attrition rate is unrealistic and undesirable; when a student has a plan for positive future action, his or her informed decision to withdraw does not indicate personal or program failure.
- A commitment to student success means being flexible enough to accommodate students with changing life situations and goals, assisting them in overcoming obstacles.

## *A Checklist of Retention Strategies*

***SUPPORT. Student attendance and persistence improve when support services meet students' nonacademic needs.***

- ☐ Let students know that a support network is available, and help them establish links/rapport with the staff and other students.
- ☐ Provide educational and career-planning counseling. During intake, help students clarify their purposes for enrolling and set appropriate, specific goals. Help students establish realistic expectations; compatibility between student abilities and expectations and program requirements and expectations leads to student satisfaction and success.
- ☐ Establish caring, trusting relationships. Demonstrating respect and concern and expressing confidence and encouragement help students overcome self-doubts and become more confident and motivated.
- ☐ Provide an intervention program that teaches problem-solving skills and coping strategies and helps students manage personal as well as educational transitions.
- ☐ Refer students with other nonacademic needs (transportation, child-care, employability skills, job placement, health care, etc.) to appropriate agencies/services.
- ☐ Encourage or build on family support.

***INSTRUCTION. High-quality instruction is the foundation of effective student retention.***

- ☐ Conduct a successful first class; "reach" every student.
- ☐ Build an adult-learner-centered, rather than a program-centered, program; apply adult learning principles, which include self-directed learning.
- ☐ Practice joint planning, regularly review students' learning goals for possible changes, and assess progress toward meeting those goals.
- ☐ Help students convert their gains in self-confidence and higher expectations of self into expanded learning plans and new educational goals.
- ☐ Offer instruction that meets the purposes of students. Ensure that sessions are meaningful and productive so that students recognize their value and want to attend regularly.
- ☐ Provide clear, thorough explanations of content in a patient manner.

- ☐ Offer opportunities for students to apply learning as soon as possible so that they can perceive benefits.
- ☐ Provide feedback as soon as possible after performance. Regular feedback with checklists or graphs provides tangible evidence of progress and helps sustain motivation.
- ☐ Employ strategies that emphasize cooperation and maximize learner involvement in order to accelerate learning and foster self-direction.
- ☐ Plan strategies for periods when student progress is slow and students are at a high risk for withdrawal; focus on the importance of the small steps students make and the effort needed to succeed.
- ☐ Obtain student feedback about progress in relation to goals. Student participation fosters a sense of empowerment.

***PROGRAM COMPONENTS. When program functions focus on student success, students benefit and retention rates improve.***

- ☐ **Recruitment.** Provide appropriate information about the program (its scope, benefits, appropriateness to needs, etc.).
- ☐ **Orientation.** Center intake processes on program completion. Describe attendance expectations and the commitment needed, discuss student needs and expectations, and establish learning goals.
- ☐ **Assessment and Placement.** Develop a system for placing students, diagnosing skill needs, monitoring progress, certifying skill gains and mastery, and identifying affective needs.
- ☐ **Instruction**. Ensure that personnel are qualified and trained.
- ☐ **Recognition.** Recognize student achievement, time invested, and dedication through a program-wide activity (as well as in the classroom).
- ☐ **Evaluation.** Institute an early-detection and counseling system to identify and address problems before they reach a crisis level and the student drops out.
- ☐ **Support system.** Establish processes for student referral and coordinate/collaborate with other agencies to expand program capacity to deliver services.
- ☐ **Student-contact system.** Initiate activities for students (support-group parties, etc.). Create a contact system that includes no-show and excessive absentee follow-up.

## *HOT TIPS:*

- *Begin a student-produced newsletter. At the W. Travis Loften Educational Center, in Alachua County, students write articles and use desktop publishing to produce a newsletter (complete with graphics and photos), which is mailed to all students.*

- *If the technology is available, use a computerized phone-home system. The principal at the Loften Center records a targeted message on their Fone Home system. Using the system's database, the operator then dials each targeted student and the message is delivered.*

- *In addition to making personal telephone calls, try sending color-coded postcards at strategic points. The GED program at Seminole Community College sends four different cards to students:*

  1. *One printed with a smiley face and the words "A NOTE FROM YOUR GED TEACHER," with space left to write "We've missed you" to absent students.*
  2. *One with a sad face for students who have been out longer, saying, "You were missed from class at the _____. Please hurry back so that _____."*
  3. *One as a new-term reminder, to be filled in and returned by students who want to remain in class.*
  4. *One to encourage students to make use of summer months to prepare for the GED.*

- *Program evaluation. Involve students in the evaluation process.*

- *Student-retention team (SRT). With full staff representation, strong administrative support, and student-centered efforts, an SRT can help keep programs on target. The team can:*

  - *Coordinate the program's student-retention efforts*
  - *Solve organizational problems that contribute to dropouts*
  - *Foster the implementation of more effective instructional strategies*
  - *Handle intervention*
  - *Establish criteria and determine measures for student-retention accountability information*
  - *Collect, analyze, and report data on whether students' goals have been identified, goals are being met, attendance is being maintained, and student retention rates are at acceptable level—data that can help program administrators determine where change is needed*

*Source: Tracy Mumford, Student Retention: Creating Student Success. Monography Number Two, National Adult Education Professional Development Consortium, Inc., Washington, DC, March 1994.*

# *STUDENT*

# *PLACEMENT, PROGRESS, AND EXIT*

***Assessment*** is a significant element in any learning experience. It should be an on-going process of a course curriculum. In adult ESOL, it is a critical concern among ESOL teachers. A student who is asked to work above his or her level will become frustrated and upset, and eventually become discouraged by the lack of his progress. As ESOL teachers, we must know what students know before teaching them what they don't know. We should also have some means of measuring student progress and obtaining feedback on student performance.

The reliability of our student assessment and placement is essential considering our state's Workforce Development legislation (Senate Bill 1124) adult education program funding mandates. Students' abilities must be assessed as accurately as possible to ensure that students are placed in appropriate placement levels that will enable them to be successful so that they are motivated to complete the program. If students are incorrectly placed in the wrong placement level of proficiency, they may become frustrated or bored and fail to complete the program. Because a portion of our adult ESOL funding depends on student completion, our assessment and placement tools must be appropriate.

The process of student assessment and placement is also worth considering. Our assessment instruments must be accessible and non-threatening to discourage our potential students from **not** participating in the process. It would be helpful, for example, if translators were made available during the administration and test proctors were aware of the special needs of adult ESOL students. For example, although it is not permitted, the examinee may expect to use a dictionary or translation machine. He may not be familiar

with scannable answer sheets or multiple-choice formats. He may not have a social security number or know his birth date. Test proctors should be sensitive to these special needs and learn to anticipate and address them.

## *ASSESSMENT AND PLACEMENT*

There are three state approved instruments which are appropriate for adult ESOL students:

1. Comprehensive Adult Student Assessment System (CASAS)
2. Adult Language Assessment Scales (A-LAS)
3. Literacy Volunteers of America (LVA) English as a Second Language Oral Assessment (ESLOA)

CASAS and A-LAS have sections that may be group administered, while the entire ESLOA must be administered individually and scored electronically or by hand. Group administered testing instruments allow programs to assess large numbers of students less expensively than tests that are individually administered. Scoring oral assessments that are individually administered requires more training than objectively scored group administered tests.

Smaller programs can consider using ESLOA. This individually administered instrument is most effective with lower level students. The test requires staff to orally administer this individualized instrument but the cost of materials is much less than either A-LAS or CASAS. A program must choose the instrument which best serves its purpose.

Teachers will no longer be able to handle the multiple demands of registering and testing students and teaching an ESOL class at the same time. Program accommodations should be made to provide assistance to you with orientation and assessment of students in order to avoid compromising the integrity of the test and the quality of your classroom instruction.

# STUDENT PLACEMENT

The following charts profile the use of the Student Performance Levels, CASAS, A-LAS and Basic Skills Exam scores for student placement in the appropriate ESOL levels.

| Curriculum Level ESOL | Program LCP Course | CASAS Scale Score | A-LAS** Scale Score | Grade Level Scores From Basic Skills Exam | Student Performance Levels |
|---|---|---|---|---|---|
| Literacy/ Foundation | Adult ESOL/ LCP-A | 165-190 | 0-45 LEVEL 1 | 0 – 1.9 | 0-2 |
| Low Beginning | Adult ESOL/ LCP-B | 191-200 | 46-85 LEVEL A | 2.0 – 2.9 | 3 |
| High Beginning | Adult ESOL/ LCP-C | 291-210 | 86-115 LEVEL 2 | 3.0 – 4.5 | 4 |
| Low Intermediate | Adult ESOL/ LCP-D | 211-220 | 116-138 LEVEL 2 | 4.6 – 5.9 | 5 |
| High Intermediate | Adult ESOL/ LCP-E | 221-235 | X | 6.0 – 7.4 | 6 |
| Advanced | Adult ESOL/ LCP-F | 236-250 | X | 7.5 – 8.9 | 7 |
| *Academic Skills | Adult ESOL/ LCP-G | 251+ | X | 9.0 – 12.9 | 8+ |

**NOTE: Adult Secondary SPL 7 to be implemented in FY 1999-2000; see March 1999 ESOL-FL DOE Taskforce SPL 7 – Academic Skills draft in Appendix B, page 84.*

| Curriculum Level VESOL | CASAS Scores VESOL | A-LAS Scale Score | Grade Level Basic Skills Exam | Student Performance Levels (SPL) |
|---|---|---|---|---|
| VESOL Beginning LCP-A | 191-200 | 46-106 LEVEL 1A/B | 2.0 – 3.9 | SPL 2-3 |
| VESOL Intermediate LCP-B | 201-220 | 107-138 LEVEL 2 A/B | 4.0 – 5.9 | SPL 4-5 |
| VESOL Advanced LCP-C | 221-250 | X | 6.0 – 8.9 | SPL 6-7 |

*Adult VESOL students who are preparing for success in vocational/technical programs may also be administered a basic skills exam (such as TABE) to determine a realistic timetable for transition into a vocational program.*

## Correlation of ESLOA to Student Performance Levels (SPL)

| Adult ESOL Levels | ESLOA Result | SPL |
|---|---|---|
| LCP-A Literacy/Foundations | Level 1 – Low Beginner | 0 -1 |
| | Level 1 Mid Beginner | 2 |
| LCP-B Low Beginning | Level 2 Mid Beginner | 3 |
| LCP-C High Beginning | Level 2 High Beginner | 4 |
| LCP-D Low Intermediate | Level 3 Low Intermediate | 5 |
| LCP-E High Intermediate | Level 3 High Intermediate | 6 |
| LCP-F Advanced | Level 4 Advanced | 7+ |

| Workplace Readiness LCP-A | Grade Level* Varies | Student Performance Levels* Varies |
|---|---|---|

**Workplace Readiness LEP Adult students may score at various skill levels on an approved assessment. Most workplace classes are customized for a particular population with the specific goals determining the appropriate performance level of the students.*

| Citizenship LCP-A | CASAS Scale Score | A-LAS Scale Score | Grade Level Basic Skills Exam | SPL* |
|---|---|---|---|---|
| | 191+ | 46+ | 2.0+ | SPL 3+ |

**Citizenship students should attain scores as noted above to enter program.*

*Source: Excerpts from Technical Assistance Paper, Florida Department of Education, Division of Workforce Development, Bureau of System Implementation and Technical Assistance for Vocational, Adult, and Community Education, December 1998*

# Adult ESOL Student Intake/CASAS Oral Screening

**DATE:** _____

**STUDENT NAME:** _____
**FIRST** **LAST**

**STUDENT #** _____ **SOCIAL SECURITY #** _____

**What's your name?**
***This question is not scored.***

**ORAL SCORE** ☐

**WRITING SCORE** ☐

1. 0 1 2 **What country are you from?**
*Naming a country is the correct response.*
*Score 0 if the response is a city, state or province.*

2. 0 1 2 **How long have you been in the United States?**
*Some possible responses:* four years; 1987, etc.
*To clarify, ask:* When did you come to the United States?

3. 0 1 2 **Tell me why you want to learn English.**
*Any appropriate reason may be acceptable.*
*To clarify, ask:* Why do you want to study English?

4. 0 1 2 **Do you read in your native language?**
*–If yes, ask:* What do you like to read? *Score on the response given.*
Some possible responses: names of books, types of books, subjects.

*-If no, ask:* Why not? *Score on the response given. Some possible responses: I didn't go to school in my country; I can't read' I have no time to read; etc.*

5. 0 1 2 **What work did you do in your country? Or What work are you doing now?** *Any appropriate response is acceptable. If the person has not worked, expressing that is also correct.*

6. 0 1 2 **How many years did you go to school in your country?**
Any appropriate response is acceptable.
To clarify, ask: How long did you go to school in your country?

## Scoring the Oral Screening

| Points | Guidelines |
|---|---|
| 0 points | No answer, incomprehensible, or does not answer the question.<br>Note: If the examinee responds, "I don't know," it is up to the administrator to determine whether this answer represents an appropriate response or lack of comprehension. |
| 1 point | Comprehensible but not grammatically correct.<br>Note: Comprehensible = understandable and relevant |
| 2 points | Comprehensible and grammatically correct.<br>Note: Answers that are appropriate and represent what a native speaker would provide would be given 2 points; therefore, some one-word answers would be given 2 points. |

Examinees who score less than 6 points on the Oral Screening should not be given the Listening or Reading sections of ESOL Appraisal Form 20. Fill out a test exemption form for each student and enroll in Adult ESOL I, Foundations.

*WRITING SCREENING, ON THE REVERSE PAGE, IS OPTIONAL.*

*Source: Miami-Dade County Public Schools 1999*
*Office of Applied Technology -Adult and Career Education*

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# Adult ESOL Student Intake/CASAS Writing Screening

***(Optional)***
**Listening Dictation – Listen and write the sentences.**

1 [0] [1] [2] _____

2 [0] [1] [2] _____

## Scoring The Writing Screening

| Points | Guidelines |
|---|---|
| 0 points | Nothing written, completely illegible or wrote the wrong sentence. |
| 1 point | Wrote some words correctly. |
| 2 points | Wrote the complete sentence correctly. |

**If an examinee scores less than 2, it indicates writing skills are at the Adult ESOL I, Foundations level.**

***(Optional)***
**Write about your country.**

### My Country

_____

_____

_____

_____

_____

_____

_____

_____

**This portion of the writing screening is NOT scored. This sample of the student's writing skills can be useful for a level placement.**

*Source: Miami-Dade County Public Schools 1999*
*Office of Applied Technology -Adult and Career Education*

# UNIT II

## *FRAMEWORKS CURRICULA: ADULT ESOL, ADULT VESOL, WORKPLACE READINESS, AND CITIZENSHIP*

### OBJECTIVES

**The instructor will be able to:**

1. **Define the term curriculum frameworks.**
2. **Understand the purposes for instruction in Adult ESOL, Adult VESOL, Workplace Readiness, and Citizenship courses.**
3. **Evaluate the student learning competencies.**

# *ADULT ESOL*

## ■ IMPLICATIONS FOR INSTRUCTION

### Introduction

The ***curriculum frameworks*** are the minimum student performance standards that were developed to assist teachers with consistency in the delivery of program instruction. The ESOL curriculum frameworks are designed to enhance the ability of our students to communicate completely in English at various levels of instruction. Each instructional level focuses on Workforce Development, Life, and Academic skills. It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered lessons that integrate skills from several areas.

### Program Implementation

Meeting the needs of the adult learner in the classroom is an important practice that all teachers need to recognize. The adult learner usually knows why he or she is studying the language, relating it to a particular goal. The instructor must recognize this motivation and satisfy it through instruction that responds to the needs and goals of the learner as much as possible. The targeted level of English proficiency, the content of instruction and its sequencing should be determined by the goals of the students. The content of instruction must be immediately applicable to real life situations that include skills useful in workplace, life, and academic applications.

## ■ METHODS OF INSTRUCTION/ MULTILEVEL TEACHING

Due to much diversity in the needs, goals, and backgrounds of ESOL students, the teacher will find that various methods of classroom instruction will be necessary in the implementation of the ESOL Curriculum Frameworks. Effective instruction should include a variety of instructional techniques and resource materials. Inclusive of such variety is individualized instruction, cooperative learning, competency-based instruction, technology-assisted learning, student centered and teacher directed learning. It is also recommended that instructors be familiar and fully cognizant of the intended outcomes and relate them to the needs of their students.

Various ways of meeting the needs of the learners in a multilevel classroom include individualization, pairing, grouping, and learning centers. The latter is particularly effective in meeting the multilevel challenge because of the variety of activities from which students can select. Learning centers that make extensive use of computer assisted instruction are most effective tools in the multilevel class. Peer coaching is another effective technique when students of varying English abilities with the same home language background can be grouped together.

## ■ EVALUATION OF LEARNING COMPETENCIES

When designing program criteria, instructors should pay particular attention to the performance standards listed in the Adult ESOL Curriculum Frameworks that are part of your ESOL program. These performance standards are designed to provide measurable learning outcomes and to indicate areas in which students need to demonstrate achievement of skills.

The competency checklist is an instrument for the instructors to use to document student attainment of Literacy Completion Points. The instructor will back up competencies certified on the checklists with additional evaluation instruments such as standardized tests, teacher-made tests, student portfolios, etc.

## *ADULT VESOL*

## ■ IMPLICATIONS FOR INSTRUCTION

### Introduction

The purpose of the Adult VESOL course is to provide English language instruction for Limited English Proficient (LEP) adults, which will prepare them to be successful as students in vocational/technical programs.

VESOL means Vocational English for Speakers of Other Languages. Traditionally, VESOL has meant occupation-specific language instruction. However, in Florida the term also refers to pre-vocational language development as well as career awareness activities. VESOL Level I addresses general employability and prevocational topics. VESOL Levels II & III are increasingly narrowed to focus on occupation-specific language development.

The content is compatible with principles of language acquisition for adult learners of English and includes language skills applicable to general workforce development as well as studies specific to vocational/technical programs. The four skill areas (listening, speaking, reading, and writing) are addressed within VESOL competencies at each completion point.

Adult VESOL is a non-credit course which is designed to improve students' chances for success in vocational/technical programs. Students may enroll in VESOL prior to or concurrent with enrollment in a vocational/technical program. Students may also be

concurrently enrolled in a SAIL Lab or Vocational Resource Center program soon to be known as Vocational Preparatory Instruction (VPI). ESOL students who need employability skills should be enrolled in VESOL LCP-A to acquire the expertise needed by employment.

As instructors prepared to teach VESOL, you should review current practices relating to successful employability. This review should include job preparation, job search, successful employment, and how to retain a job after employment. All materials, visuals, and activities must have a direct link to workforce development. VESOL classes require activities related to the workplace such as writing activities, using job descriptions, and oral language units related to job interviews as well as vocabulary exercises based on a specific vocational area.

## ■ METHOD OF INSTRUCTION

Materials designed for the VESOL program are important components in a successful program. Publishers are currently correlating their materials to the VESOL curriculum frameworks, and several are developing new VESOL products that focus on work related topics.

VESOL teachers should work closely with vocational instructors to develop occupation specific vocabulary lists and language activities related to their students' employment goals. Instruction in the VESOL classroom emphasizes work-related topics. All materials used should support instruction designed to lead to student achievement of performance standards.

Instructional activities will include a combination of whole class, small group, and individualized instruction. There are also many computer assisted instruction learning activities that enhance instruction in the VESOL classroom or lab.

## ■ EVALUATION

Adult VESOL learners must achieve a Literacy Completion Point (LCP) to exit a level as a completer. Completion of performance standards is documented by the appropriate competency checklist, similar document, or score on an approved test. Students will remain in the VESOL level until they attain the required benchmark. Since the goal of the VESOL student is entrance into a vocational/technical program, it is also appropriate to assess students with a basic skills test to determine an appropriate timeline for enrollment in a vocational/technical program.

# *WORKPLACE READINESS FOR THE LIMITED ENGLISH PROFICIENT (LEP) ADULT*

## IMPLICATIONS FOR INSTRUCTION

### Introduction

The purpose of a Workplace Readiness course for the Limited English Proficient (LEP) adult is to provide English language instruction for LEP adults who are employed but are required to improve their English language skills to maintain employment.

The course content is compatible with principles of language acquisition for adult learners of English. It includes language skills to enhance the employee's career options within the company. Most skills included in this course are generic and their acquisition will benefit the worker at any place of employment.

Since ESOL classes at the workplace include many levels of English proficiency, instructional techniques and assessment will vary according to the individual skill level of the student.

It is understood that the total course length and the number of hours per class will vary at each job site. This will dramatically affect the competencies that a student will complete in the allotted time provided.

The curriculum frameworks for Workplace Readiness are divided into the following categories:

***New on the Job***
***Communicating with Others***
***Job Performance***
***Working Safely***
***Decision Making***
***Job Advancement***

## Program Implementation

Extreme flexibility in curriculum planning is required since the employer's priorities and goals largely determine the program structure. The instructor and/or coordinator will:

- meet with the employer to complete a needs assessment
- discuss client's expectations for students participating in program
- identify those expectations on the competency checklist
- using the State of Florida Curriculum Frameworks for Workplace Readiness for Adult ESOL as a guide, create a curriculum based on the employer's expectations
- develop realistic, attainable, workplace specific curriculum outline

## ■ METHOD OF INSTRUCTION

Since students in most workplace classes have similar objectives, large group instruction is most effective. Extensive use of cooperative learning structures which mirror quality work teams found in many businesses can provide students problem solving opportunities which will be similar to situations faced on the job.

Students in workplace classes are typically aware of the English language requirements for success in that worksite. They usually provide assistance to colleagues who are less proficient in English. These two factors can guide the instructor when choosing instructional methods. The classroom should include extensive opportunities to practice oral communication in English. The closer those practices can be to real work situations the better the application will be when the employee uses newly acquired English vocabulary and structure in the workplace.

## ■ EVALUATION

Since workplace classes are designed to further an employee's ability to function in English in that setting, the best evaluation will involve the employee's supervisor. The supervisor is uniquely positioned to provide feedback on the impact the English class has had on the job effectiveness of the participant.

# *CITIZENSHIP*

## ■ IMPLICATIONS OF INSTRUCTION

### Introduction

The purpose of the Citizenship course is to prepare students for success in the naturalization process required for all who have United States citizenship as a goal.

The content includes preparation for the Citizenship Test by studying U.S. History, government, culture, and symbols, with specific emphasis on rights and responsibilities under the Constitution of the United States of America.

### Program Implementation

Citizenship courses have become very popular in many areas. There are several publishers that have developed excellent textbooks to guide the learning of information necessary for success on the citizenship examination. Following the *performance standards* in the *curriculum frameworks* and/or a well-designed textbook should help students be successful in their quest to become U.S. citizens.

## ■ METHOD OF INSTRUCTION

Since students in citizenship instruction have similar goals, large group lock-step instruction is effective in most classes. Instruction should include practice that will lead to success on the written exam as well as the oral interview.

## ■ EVALUATION

The only measurable outcome will be the student's successful completion of performance standards that demonstrate probability of success on the oral citizenship interview with the U.S. Department of Immigration and Naturalization Service personnel.

*Source: Excerpts from Technical Assistance Paper*
*Florida Department of Education*
*Division of Workforce Development*
*Bureau of System Implementation and Technical Assistance for*
*Vocational, Adult, and Community Education*
*December 1998*

# UNIT III

## *ADULT ESOL INSTRUCTIONAL STRATEGIES*

### OBJECTIVES

**The instructor will be able to:**

1. **Understand the four stages of second language acquisition.**
2. **Identify the varied teaching approaches used in adult ESOL instruction.**
3. **Discuss the characteristics and instructional strategies of learner-centered instruction.**
4. **Profile an adult ESOL learner**
5. **Use cultural awareness techniques in the classroom.**
6. **Provide a quality learning environment.**
7. **Demonstrate multiple adult ESOL teaching methodologies.**

# *ESOL STAGES OF LANGUAGE LEARNING*

## What ESOL Research Indicates

The following statements summarize general ESOL learning processes and language learning characteristics:

- ***The learning acquisition process is simple.***

  There are no simple solutions, however, there are multiple sub-processes, multiple routes, and multiple causes.

- ***The process is gradual.***

  Acquisition is a gradual process involving the mapping of form, meaning, and use.

- ***The process is non-linear.***

  Learners do not tackle structures one at a time, first mastering one and then turning to another.

- ***The process is dynamic.***

  What works for learners at one level of proficiency may not work when learners are at a later stage of proficiency.

- ***Learners learn when they are ready to do so.***

  Evidence suggests that learners will only acquire that for which they are developmentally ready.

- ***Learners rely on the knowledge and experience they have acquired.***

  Second language learners rely on what they know to formulate hypotheses.

- ***There is tremendous individual variation among language learners.***

*Source: Larsen-Freeman, Diane. Second Language Acquisition Research: Staking Out the Territory, State of the Art TESOL Essays, Sandra Silberstein, editor.*

# *STAGES OF SECOND LANGUAGE ACQUISITION*

There are four stages of second language acquisition:

- pre-production
- early production
- speech emergence
- intermediate fluency

**Pre-production**

The pre-production phase applies to those who are totally new to English. Students at this level are "taking in" the new language andare trying to make sense out of it to meet their basic needs. Language skills are being developed at the receptive level, a so-called "silent period". Acquirers of a second language are able to comprehend more complex messages than they can produce.

Expected student behaviors at this level include: following simple commands; pointing and responding with movement, and perhaps simple utterances such as **yes**, **no**, **thank you**, or **names**. Teachers at this level must use strategies that include simplified speech, gestures, pointing, acting out, frequent repetition, props, visuals, modeling and demonstrating. (See activities Appendix C, page 91)

**Early Production**

After students have a reasonable opportunity to receive meaningful and understandable messages I English, they will begin to respond with one or two word answers or short utterances. In order for students to begin to speak, they must have a need to express themselves and be given a chance to produce language in a low anxiety environment. Teachers should keep in mind that students are experimenting and taking risks with the new language. Errors in grammar and pronunciation are to be expected. Direct error correction

for students at these stages is inappropriate. Teachers need to model/demonstrate the correct responses in context. (See activities Appendix C, page 91)

**Speech Emergence**

Speech will emerge in the form of short phrases and sentences. Students will begin to use the new language to communicate more freely among themselves. Learners at this level are successful in subject matter classes when comprehensible instructional strategies are used. In order to provide understandable subject matter content, teachers should begin the presentation of new concepts by using advance organizers. Teachers should attempt to modify their delivery of subject matter by using real objects, modeling, demonstration, visuals and teacher-talk focused on key points. Teachers must provide an opportunity for students to work in small groups. Assessment should include teacher observation and frequent oral comprehension checks. Since students will be engaged in a variety of individual and small group hands-on activities, evaluation should be performance-based, as opposed to solely traditional paper and pencil assessment. (See activities Appendix C, page 91)

**Intermediate Fluency**

Intermediate level students may demonstrate near-native like or native-like fluency in social settings. However, they may experience difficulties in cognitively demanding abstract subjects at school, especially when a high level of literacy is required. Teachers of students at the intermediate fluency level need t keep two points in mind. First, they must assist students to continue to grow intellectually by making sure they attain and use new concepts. Second, they must provide support to foster a high level of reading and writing skills. This can be accomplished by providing relevant content-based literacy experiences (brainstorming, clustering, categorizing, charting, journal or log writing, reading and writing to acquire relevant information).

Typical student behavior and appropriate teacher behavior by student stage of language development are summarized in the following chart.

| STAGE | SAMPLE STUDENT BEHAVIORS | SAMPLE TEACHER BEHAVIORS |
|---|---|---|
| **Pre-production** | • Points to or provides other non-verbal response<br>• Actively listens<br>• Responds to commands | • Gestures<br>• Language focuses on conveying meanings and vocabulary development<br>• Repetition |
| **Early Production** | • One-word responses<br>• Short utterances | • Asks questions that can be answered by yes/no and either/or responses<br>• Models correct responses |
| **Speech Emergence** | • Participates in shall group activities<br>• Demonstrates comprehension in a variety of ways | • Focuses content on key concepts<br>• Provides frequent comprehension checks<br>• Uses performance-based assessment<br>• Uses expanded vocabulary<br>• Asks open-ended questions that stimulate language production |
| **Intermediate Fluency** | • Participates in reading and writing activities to acquire new information | • Fosters conceptual development and expanded literacy through content |

It is important to remember that the lack of language ability does not mean a lack of concept development or lack of ability to learn. Teachers should continue to ask inferential and higher order questions (questions that require reasoning ability, hypothesizing, analyzing, justifying, predicting) that challenge that student to think. The language used by the teacher need not be complex for thinking skills to be exercised as shown in the model developed by Jeanne Foote of Montebello Unified School district and replicated in the following chart.



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# *QUESTIONING TECHNIQUES*

| PRE-PRODUCTION | EARLY PRODUCTION |
|---|---|
| ▪ Point to....<br>▪ Find the....<br>▪ Put the _____ next to the _____.<br>▪ Do you have the _____?<br>▪ Is this a _____?<br>▪ Who wants the _____?<br>▪ Who has the _____? | ▪ Yes/no (Is the "trouble" light on?)<br>▪ Either/or (Is this a screwdriver or hammer?)<br>▪ One-word response (what utensil am I holding in my hand?)<br>▪ General questions which encourage lists of words (What do you see on the tool board?)<br>▪ Two-word response (Where did he go? "To work.") |
| **SPEECH EMERGENCE** | **INTERMEIDATE FLUENCY** |
| ▪ Why?<br>▪ How?<br>▪ How is this like that?<br>▪ Tell me about....<br>▪ Talk about ....<br>▪ Describe<br>▪ How would you change this part? | ▪ What would you recommend/suggest?<br>▪ How do you think this story will end?<br>▪ What is the story mainly about?<br>▪ Describe/compare....<br>▪ How are these similar/different?<br>▪ What would happen if....?<br>▪ What do you prefer? Why?<br>▪ Create. |

*Source: Ventriglia, Linda. Empowering ESOL Teachers: Volume I, pages 93-95. Multifunctional Resource Center, Florida Department of Education, 1996.*

# *PHILOSOPHIES AND APPROACHES IN ADULT ESL LITERACY INSTRUCTION*

**By Joy Peyton, National Clearinghouse for ESL Literacy Education, and JoAnn Crandall, University of Maryland Baltimore County**
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Five approaches currently used in adult English as a Second Language (ESL) literacy instruction include Freirean or participatory education, whole language, language experience approach, learner writing and publishing, and competency-based education. This digest gives an overview of these approaches that represent a range of practices used in native language and biliteracy programs as well as in ESL classes with literacy ranges from limited to advanced.

## *FREIREAN/PARTICIPATORY APPROACHES*

Paulo Freire is an internationally known educator who has helped initiate, develop, and implement national literacy campaigns in a number of developing countries (Freire, 1985). Freire began his work in the late 1950's, working with a team of anthropologists, educators, and students to develop a program of initial literacy instruction in Portuguese for rural Brazilian villagers. Members of the literacy team spent time in the communities developing lists of words and vocabulary that were key to the life there. From these lists, they chose *generative* words that became the basis for helping learners develop basic decoding and encoding skills. Since then, his ideas have been adopted by government-sponsored literacy programs and by non-governmental organizations throughout the world. Also called participatory, learner-centered, or liberatory education, Freirean approaches revolve around the discussion of issues drawn from learners' real-life experiences. The central tenet is that

education and knowledge have value only insofar as they help people liberate themselves from the social conditions that oppress them.

The following concepts are central:

- *Generative words and themes.* These are the basis for conversation, reading, and writing activities. Learners begin with encoding and decoding exercises and move to more complex activities.
- *Collaboration and dialogue among equals.* A traditional lecture format, where the teacher talks and the learners listen passively, is replaced by a *culture circle*, where teachers and learners face one another and discuss issues of concern in their lives.
- *Problem posing.* Using objects, pictures, and written texts, teachers and learners describe what they see, examine the relationships among the objects and people represented, and talk about how they feel about what they see. Ultimately, they articulate the problem illustrated and propose solutions.

Among adult educators in the United States, Freire's ideas have been adapted to fit diverse learners and educational contexts. The primary revision is the notion of *emergent curriculum* (Auebach, 1992), where learners identify their own problems and issues and seek their own solutions. Teachers, freed from doing extensive research to identify problems for learners, become facilitators of class discussions and activities, and learn along with the class.

## *WHOLE LANGUAGE*

Like Freirean philosophy, whole language is not a specific method or collection of strategies, techniques, or materials. Instead, it presents a perspective on language learning and teaching (Edelsky, Altwerger, & Flores, 1991). Whole language educators emphasize that:

- language must be kept whole when it is learned or it is no longer language, but rules, patterns, and lists;
- written language is as natural as spoken language and needs to be integrated in learning;
- language uses are diverse and reflect different styles and voices;
- language is social and learned in interaction with other speakers, readers, and writers.

Whole language classes consist of communities of learners who work together to develop the curriculum, read and write for and with each other, and evaluate products together. Classroom activities might include expanded reading and writing, with both sustained silent reading and oral reading of a variety of published and student-written works; group development of written texts that grow out of individual or group experiences (language experience approach, described below); direct instruction in effective reading and writing strategies; and ongoing student and teacher evaluation of student work and class success.

Whole language approaches are used in a number of basic and family literacy programs as well as in some workplace literacy programs (Pharness, 1991). A well-known program is located in the Invergarry Learning Centre in Surrey, British Columbia (described in detail in *Sharing What Works,* Center for Applied Linguistics, 1993). Learners entering the program are given a blank, lined notebook and asked to write whatever they want. As they continue to write, their notebooks become reading texts and sources of ideas for further writing. New learners, more experienced learners, and tutors work together as they sit at round tables writing, reading, talking, and conferring about their writing.

## *LANGUAGE EXPERIENCE APPROACH*

The language experience approach (LEA) (really a teaching technique or teaching strategy) is consistent with a whole language perspective. Learners' experiences are dictated, then transcribed, either by the teacher or other learners, and the transcription is used as reading material. Although LEA originated with teachers of elementary school children (Stauffer, 1965), it is used extensively in adult programs. It is ideal for ESL learners with well-developed speaking skills and low-level literacy skills because it capitalizes on their strengths and allows their reading and writing to evolve naturally from their activities and spoken language. LEA also addresses a common concern in adult ESL classes: the lack of appropriate and interesting texts for beginning readers.

Language experience stories can grow out of individual or group experiences that occur naturally or are staged for the class. Personal experiences can be dictated by a learner to a teacher or an aide who transcribes them, reads them back to the learner, and then helps the learner read them. For group experiences, the class can choose an experience (such as making lunch or taking a trip), develop a plan of action (such as assigning ingredients or making schedules), and go through the experience. After the experience, the learners discuss it orally, compose a narrative about it, read the narrative, and participate in follow-up activities (such as developing vocabulary lists and cloze passages or writing related stories). A teacher acts as the group's transcriber until learners become proficient enough to transcribe for themselves.

## *LEARNER WRITING AND PUBLISHING*

A major problem facing adult ESL literacy programs until recently has been the lack of authentic reading materials of interest to adult learners and appropriateness for their various levels of English proficiency. Increasing numbers of adult literacy instructors are encouraging adult learners to write about their experiences, and programs internally publish these writings, making them available for other learners to read. Some writing collections have been commercially published and are available for program use throughout the United States and Canada. Writing for publications and reading the writing of peers provides learners many opportunities to reflect on what constitutes good writing. As adult learners find that others are interested in and can benefit from their thoughts and experiences, their experiences are validated, and they are motivated to express themselves in more interesting, worthwhile, and readable ways. As they work to produce a publishable piece of writing, they manipulate language at all levels, from selecting effective genres and discourse structures to correcting grammar and punctuation. Most writing-based classrooms follow a writing process approach in which learners and the teacher

brainstorm writing topics, draft pieces, share and confer about their writing, revise, edit, and publish in a workshop atmosphere in which reading, writing, and talk are integrated and support one another.

## *COMPETENCY-BASED EDUCATION*

Competency-based education (CBE) has been widely used in adult ESL literacy instruction since the mid 1970's. In 1975, the Adult Performance Level project identified a set of competencies (knowledge and skills) viewed as basic for adults to function in the United States (Adult Performance Level Project, 1975). CBE formed the basis for the language and orientation programs in most refugee programs overseas in the 1970's and 80's and in many U.S. programs. It also had an important influence on the development of adult language training programs in the U.S. Peace Corps and is often used in academic and workplace programs. A competency-based learner assessment system +the Comprehensive Adult Student Assessment System (CASAS, 1982), is frequently used to satisfy funders' requirements for adult literacy program evaluation.

A competency is an instructional objective described in tasked-based terms such as "Students will be able to..." that include a verb describing a demonstrable skill such as answering, interpreting, or requesting. Competencies include basic survival skills such as answering personal information questions, using public transportation, or obtaining food and shelter; or more academic or work-related skills such as taking notes during an academic lecture, following directions for a work-related task, explaining one's position on an issue, or distinguishing between fact and opinion in a newspaper article. Thus, a CBE approach can be used for learners with academic employment and self-enrichment goals as well as for those with basic survival goals.

A CBE approach has four components:

- Assessment of learner needs
- Selection of competencies based on those needs
- Instruction targeted to those competencies
- Evaluation of learner performance in those competencies

Through the initial needs assessment and ongoing evaluation of learner goals and progress, competency-based programs are continually adapted and refined.

## *CONCLUSION*

Although five approaches have been described separately in this digest, in reality, there is considerable overlap among these approaches, and programs often combine them. For example, programs that have adopted a competency-based approach often incorporate language experience and process writing in their classes; likewise, programs with a holistic or participatory focus may incorporate task-based learning, a CBE practice, in their classes.

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## Published Learner Writing

*If I Were a Door* (a collection of poetry and prose written by adults in an ESL program; available from VOICES: A Creative Community, P.O.Box 2444, Raleigh, NC 27602.)

*My Name is Rose* (the best know of several student-written publications, published by East End Literacy Press in Toronto, Ontario.) Available from Pippin Publishing, 380 Esna Park Drive, Markham, Ontario, Canada L3R lH5; 800-567-6591 or 416-598-1866.

New Writers' Voices (student writing published by New Readers Press; available from New Readers Press, P.O. Box 888. Syracuse. NY 13210-0888;-448-8878.)

*Voices: New Writers for New Readers* (a student-produced magazine; available from the Canadian Center for Educational Development, 9260 140th Street, Surrey, British Columbia V3V 5Z4; 604-584-5424.)

This digest summarizes the ideas presented in Approaches to Adult ESL Literacy Instruction (J. Crandall & J.K. Peyton, Ed., 1993, McHenry, IL and Washington, DC: Delta Systems and Center for Applied Linguistics). Contributors are JoAnn Crandall (overview and social context), David Spener (Freirean philosophy), Pat Rigg and Francis Kazemek (whole language), Marcia Taylor (language experience approach), Joy Kreeft Peyton (publishing students' writing), and K. Lynn Savage (competency-based approaches). Detailed information on implementing these ideas is given in the book (available from Delta systems at 1-800-323-8270).

# *METHODS OF ESOL INSTRUCTIONAL DELIVERY*

The following is an in depth review of several different teaching approaches that are generally used in the delivery of instruction to adult ESOL learners. These approaches are intended to give you, the ESOL instructor, a wealth of strategies to incorporate in your teaching approach.

## *THE WHOLE LANGUAGE APPROACH*

Educators first used this term in their work in first language reading education. They conceived that language is a whole, and any attempt to fragment it into parts destroys it. Therefore, the traditional grammar, vocabulary lists, or phonics approaches are ineffective. Furthermore, language is not split into oral and written because in a literate society the use of written language is as natural as conversation.

The strategies for Whole Language approach are:

**A. Shared Reading/Reading Aloud**

If students are to read, they must find reading a pleasurable activity. Good literature, written at the student's level, can be the source for language development, creative thinking, and learning. Teachers and students read together.

STEPS:

1. Introduce story (title, key vocabulary, author).
2. Read the story while students follow along.
3. Re-read the story, making certain students are comprehending.
4. Let students read portions of the story.
5. Have students read story aloud. (This can be done in pairs or as a class).
6. Follow-up the oral reading through role play, illustrations, changes in the ending.

**B. Sustained Silent Reading**

1. Guided
2. Individualized

Students need to have time set aside to read and write without interruption. Ideally, everyone reads during this time, including the teacher.

STEPS:

1. Create library from which students can choose books or magazines of interest.
2. Provide time for silent reading.
3. Check on student's progress occasionally.

**C. Language Experience**

- What I think about, I can talk about.
- What I say, I can write (or someone can write for me).
- What I can write, I can read (and others can read too).
- I can read what I have written, and I can also read what other people have written for me to read.

This is an integrated approach which uses the experience, the oral language, and the interests of the students to develop writing and reading skills. Initially, the teacher writes what students dictate. Later, the students write.

STEPS:

1. Choose stimulus for writing. (Stimulus activity can be taken from any topic or experience.
2. Discuss the activity.
3. Compose the exact words of the Language Experience Story.
4. Teacher and students read the story.
5. Follow-up with variation activities (e.g. sentence strips, vocabulary work, grammar explanations, story dictation).

**D. Dialogue Journals**

Dialogue journals consist of a written conversation between each student and the teacher. It is a student's private communication with the teacher on any topic of interest to the student. There must be no error correction, but in the teacher's response, the appropriate form is modeled. This activity can have a strong effective and social impact.

**E. Writing Workshops**

1. Students as Authors
2. Newsletters and Magazines
3. Content Area Writing

**F. Other Interactive Writing**

1. Letter Exchanges
2. Computer Networking

## *THE NATURAL APPROACH*

The Natural Approach is designed to develop basic communication skills. Dr. T.D. Terrell and Dr. Krashen believed that students must learn the second language in much the same way the first language is acquired. Students must maintain a silent period before giving a verbal response, gradually advancing to single words, then to two and three word utterances, next to phrases and sentences, and finally to a more difficult structure.

Language production must be encouraged in much the same way as mothers help the early language development in their young children.

STEPS:

1. Use pictures, gestures, expressions and body language.
2. Modify speech to aid comprehension (keep vocabulary and grammar simple).
3. Do not force production.
4. Accept one word answers, yes/no short phrases.
5. Focus attention on key vocabulary for all content areas.
6. Do not correct speech.
7. Create a relaxed atmosphere.
8. Do not include grammar practice (no drills).
9. Allow for listening comprehension first.
10. Use natural comprehensible language.

# *TOTAL PHYSICAL RESPONSE (TPR)*

Developed by James Asher, the Total Physical Response (TPR) approach allows students to listen to the target language and then respond to the spoken commands of the teacher (e.g. "walk to the door"). Once the requested behavior is understood, the student will perform the request, thus demonstrating comprehension of the spoken command.

The strength of TPR is with beginning students. The major procedures are:

1. The teacher gives a command and performs it with the student. Actions are significant for meaning. The target language should be presented in chunks, word by word.
2. Students do not respond verbally until ready. Their understanding should be developed before speaking.
3. Teacher commands are given quickly. Body movement is involved in the teaching process.
4. The teacher may give commands to volunteers to direct student behavior.
5. New commands are introduced after the initial ones are mastered. This way, student feelings of success facilitate learning.
6. The order of commands should be changed. Students do not need to memorize fixed patterns.
7. Student errors are unobtrusively corrected by the teacher's repetition and acting out the command.
8. Commands can be fun (e.g. Hokey Pokey, Simon Says), thereby making language learning more effective.
9. After mastery, write commands on the chalkboard.
10. Follow-up with a written activity.

# *THE COMMUNICATIVE APPROACH*

The Communicate Approach is based upon a view that language is a system of human communication. All learning is done in context, and the context must be appropriate for the learner. When we communicate, we use language to accomplish and carry out a variety of functions, such as arguing, persuading, or promising, within a social context. These functions are emphasized through meaningful communicative activities (e.g. role play, problem solving, and small group interaction).

The Communicative Approach also suggests that the student be able to apply the knowledge of various functions in negotiating meanings. It is through the interaction between the speaker and listener (or reader and writer) that the meaning becomes clear. The listener gives the speaker feedback as to whether or not he understands what the speaker said. In this way, the speaker can revise what he has said and try to communicate his intended meaning again, if necessary.

This approach is most appropriate at high intermediate levels. The procedures are:

1. The teacher gives students printed copies of written language that is in real context (e.g. newspaper articles, strip stories).
2. The teacher tells the students to select a specific sentence or paragraph that expresses the writer's intention or opinion.
3. The students try to tell the intentions of the writer in various ways.
4. The teacher asks the students to express their feelings about the views and intentions of the writer.
5. If a student makes an error, the teacher and other students ignore it.

**VARIATION:**

1. The teacher gives students a task to perform.
2. The students work with a partner to role play the task performance.
3. The teacher moves from group to group offering advice and answering questions.
4. The teacher encourages students to suggest alternate forms of their language usage.
5. After role playing the assigned tasks, the students learn the necessary vocabulary and grammar.

# *AUDIO-LINGUAL APPROACH*

## *Dialogue and Role Play Techniques*

The most natural form of oral communication that we have is the dialogue in which every second language learner has spoken in his/her native tongue. Because of this, students are familiar with dialogue, and therefore it does not present a threat to them in the classroom. Role-play is an extension of dialogue and differs only in that no written help is given.

The first step in presenting dialogue and role-play to adult ESL learner is to select a topic and then a competency. Student involvement in these choices creates immediate response and interest among students.

When introducing a new competency, you will discover that a dialogue can be very useful. It is an effective way of practicing unfamiliar vocabulary and structures while simultaneously checking for comprehension. All practice should move quickly from teacher-directed to student-directed, from group learning to individual learning. ***LET THE LEARNERS DO THE TALKING!!!*** Such dialogue may be teacher-written or taken from a textbook. It is important, however, that it be written at the appropriate level and is relevant to the students.

After mastering a dialogue, students will be ready for ***role play.*** This is the culminating part of the lesson. Based upon the dialogue itself, students are assigned roles that place them in real-life situations. They should be encouraged to use structures and vocabulary from the dialogue in addition to any other language they know that is appropriate to their roles.

**DO NOT** correct errors during the exchange of roles. Note the mistakes and practice corrections with the entire class after the exchanges in roles have been completed. Be careful to not ***over-correct.***

As with all language learning activities, you will need to review the dialogue. Repetition, writing a paragraph, or a cloze exercise are ways to review while at the same time check mastery.

## *Dialogue Procedure*

| TEACHER | STUDENT |
|---|---|
| 1. Reads entire dialogue line by line. Be sure to distinguish between speakers. This can be done by changing places, changing voice tone, using puppets, and drawing stick figure forms on the chalkboard and pointing to them. | 1. Listens |
| 2. Reads dialogue one or two more times, depending on length. If dialogue is lengthy, read half of it. | 2. Listens |
| 3. Reads each line again. | 3. Repeats each line |
| 4. Says speaker #1's lines and gestures for students to give response. | 4. Says speaker #2's lines. |
| 5. Says speaker #2's lines and gestures for students to give response. | 5. Says speaker #1's lines. |
| 6. Divides class into two groups. Each group represents a speaker. Then reverse. | 6. Group one says speaker #1's lines. Group two says Speaker #2's lines. |

# *Oral Drills*

1. ***BACKWARD BUILD-UP:***

Often a sentence is just too long for a student to repeat it correctly the first time. Usually, there is no problem at the beginning, but trouble starts near the end. If your ESL student has trouble repeating a complete sentence as modeled, try using the ***backward build-up drill.*** It is designed to provide practice in repeating long sentences.

Start the drill by dividing the sentence into phrases. Use the last phrase to begin the drill. (e.g. ***I went/to work/ at six o'clock/yesterday morning.)***

***Teacher: "...yesterday morning"***
***Student: "...yesterday morning"***
***Teacher: "...at six o'clock yesterday morning"***
***Student: "...at six o'clock yesterday morning"***
***Teacher: "...to work at six o'clock yesterday morning"***

***Student: "...to work at six o'clock yesterday morning"***
***Teacher: "...I went to work at six o'clock yesterday morning"***

2. ***CHAIN DRILL:***

The ***chain drill*** provides practice during a question and response exercise. The teacher asks the question; the student responds. The teacher reinforces the response.

The teacher then starts the chain by asking student #1 a question. Student #1 responds and in turn questions student #2. Student #2 responds and questions student #3, etc. After four or five students have completed the chain, the teacher gestures for the question to be directed to herself. The teacher responds and directs the question to another group of students.

3. ***QUESTION –ANSWER DRILL:***

The ***question-answer drill*** is very common in ESL exercises. Simply put, the teacher asks the questions and the student answers. However, the teacher must indicate the type of questions he/she asks so that the student can respond correctly. The teacher may indicate the kind of answer that is desired by using gestures, pictures, or printed words.

4. ***REPETITION DRILL:***

The ***repetition drill*** is perhaps the most commonly used drill. A simple repetition drill is initially introduced by the teacher's demonstration of hand signals. A sweeping arm gesture with palms toward self indicates, ***"please speak with me."*** A repetition drill focuses the student's attention on the structural pattern.

The teacher makes a statement or asks a question, then signals for repetition and the students respond chorally. The teacher repeats the model sentence to reinforce it and signals for students' repetition. After the entire class repeats it at least seven times, students repeat it again but in smaller groups. The teacher again reinforces the model.

Finally, students repeat individually after they have been given much repetition. The teacher may vary the drill by categorizing student response. (e.g. "women repeat; men repeat; blue eyes repeat," etc.)

5. ***REPLACEMENT DRILL:***

In the ***replacement drill*** (sometimes called reduction drill), the students are expected to replace one element in sentence, such as a pronoun for a noun, an adverb for a prepositional phrase, and an idiomatic expression for a formal word.

***Teacher: I see Mr. Smith. (him)***
***Student: I see him.***
***Teacher: I see him.***

***OR***

***Teacher: Will you come to school tomorrow? (here)***
***Student: Will you come here tomorrow?***
***Teacher: Will you come here tomorrow?***

***OR***

***Teacher: The plane arrived at two o'clock. (got here)***
***Student: The plane got here at two o'clock.***
***Teacher: the plane got here at two o'clock.***

6. ***RESPONSE DRILL:***

An early step toward getting students to be independent in their learning is to work on ***response drills.*** In the repetition drill, the student begins to sense a pattern of questions and is ready to move on. The response drill requires the teacher to model the answer before asking the question.

Students should listen and repeat until the teacher is satisfied with the response. The teacher asks the question again, and this time uses a hand signal to solicit the practiced response. If the students start to repeat the question instead of supplying the answer, model the response again.

***Teacher: "I'm walking around the table."***
***Student: "I'm walking around the table."***
***Teacher: "What are you doing?'***
***Student: "I'm walking around the table."***

A response drill could include an imaginary visit to the delicatessen to shop for food, teaching the student the various selling quantities, such as by the pound, by the dozen, by the loaf.

***Teacher: "I'll have a pound of cheese."***
***Student: "I'll have a pound of cheese."***
***Teacher: I'll have a dozen rolls."***
***Student: "I'll have a dozen rolls."***
***Teacher: "I'll have a loaf of bread."***
***Student: "I'll have a loaf of bread."***

Then the teacher asks the question:

***Teacher: "What would you like?"***
***Student: "I'll have a pound of cheese."***
***Teacher: "What would you like?"***

***Student: "I'll have a dozen rolls."***
***Teacher: "What would you like?"***
***Student: "I'll have a loaf of bread."***

7. *SUBSTITUTION DRILL*

A ***substitution drill*** is an exercise that provides additional practice in using the structure previously taught through repetition. One of the principle advantages of a substitution drill is that it draws the student's attention away from the structure being taught. As a result, the student is forced to use the structure automatically.

In this drill, students substitute one word for another word of the same type in a sentence (e.g. a noun is replaced by another noun; a verb by another verb, etc.). The teacher must be sure that the students understand what is said.

A ***substitution drill*** should be done with spoken words about items in the classroom. Later, concrete objects, pictures, or written words may be used as clue substitutions.

***Teacher: "He has a yellow pencil."***
***Student: "He has a yellow pencil."***
***Teacher: "He has a yellow pencil." (blue)***
***Student: "He has a blue pencil."***
***Teacher: "He has a blue pencil." (red)***
***Student: "He has a red pencil."***
***Teacher: "He has a red pencil."***

This drill gives the student intensive practice in using a single grammatical structure. Don't be misled into thinking ESL students can say sentences independently just because they are repeated easily. Repeating the same sentence several times reinforces pronunciation, builds confidence, and assures later success.

8. ***TRANSFORMATION DRILL:***

In the transformation drill, the student is taught the following:

a. To change positive statements into negative statements, and conversely, negative statements into positive statements
b. To change statements into questions

The students should be prepared for changing a positive statement into a negative one by having both the positive and the negative sentences repeated after the teacher. To insure comprehension, stick figures should be quickly drawn.

***Teacher: "The man is happy."***
***Student: "The man is happy."***

The teacher then shakes his/her head when saying:

***Teacher: "The man is not happy."***
***Student: "The man is not happy."***

After the student has had sufficient practice with both the positive and negative structures and understands the pattern, the teacher continues with a more complex transformation drill, supplying the cue word ***not.***

***Teacher: "The man is happy."***
***Student: "The man is happy."***
***Teacher: "not."***
***Student: "The man is not happy."***
***Teacher: "This box is small."***
***Student: "This box is small."***

***Teacher: "not"***
***Student: "This box is not small."***

Asking questions is frequently used in this drill but is sometimes difficult to master, particularly for the beginning student. When changing statements to questions, the teacher cues the student by holding up a card with a question mark on it. In some instances, the teacher may have to teach the [?] symbol if students are not familiar with it.

The teacher models the sentence and the students repeat it. The teacher restates the sentence into a question while holding up a card showing a question mark:

***Teacher: "Henry is going to work."***
***Student: "Henry is going to work."***
***Teacher: (holding [?] card) "Is Henry going to work?"***
***Student: "Is Henry going to work?"***

The teacher should model at least four sentences like the above. On the fifth, he/she might try presenting the statement like the following:

***Teacher: "Ali is reading a book." (holding up [?] card)***
***Student: "Is Ali reading a book?"***

*Excerpted from Palm Beach County Public School District. (1990). Adult ESL curriculum guide.*

# *LEARNER-CENTERED INSTRUCTION*

## *CHARACTERISTICS*

All workplace ESL (and all adult ESL in general) should be learner-centered. If language learning is to be successful, the learners' needs, rather than the grammar or functions of language, must form the core of the curriculum and the instruction.

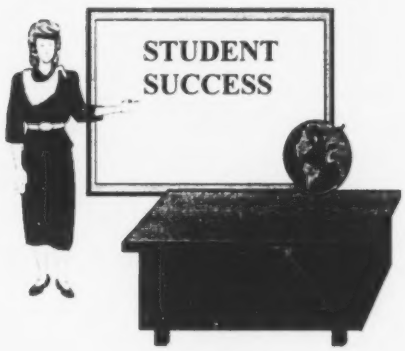
Many educators, among them Auerbach (1992), Auerbach and Wallerstein (1987), and Nash, Cason, Rhum, McGrail, and Gomez-Sanford (1992), have written about the learner-centered ESL class. In a learner-centered class, the teacher creates a supportive environment in which learners can take initiative in choosing what and how they want to learn. The teacher does not give up control of the classroom, but rather structures and orders the learning process, guiding and giving feedback to learners so that their needs, as well as the needs of the workplace, are being addressed. In a traditional teacher-centered classroom where the teacher makes all the decisions, learners are sometimes stifled. At the same time, too much freedom given to learners, especially those from cultures where the teacher is the sole and absolute classroom authority, may cause learners to feel that the teacher has abandoned them (Shank & Terrill, 1995). The teacher must determine the right mix of license and guidance. The following are characteristics of learner-centered classrooms:

1. What happens in the language classroom is a negotiated process between learners and the teacher. The **content and sequence of the workplace curriculum** is seen as a starting point for classroom interaction and for learner generation of his own occupational learning materials. The language presented and practiced in a good adult ESL text is usually based on situations and contexts that language minority adults have in common. When one adds to this the exigencies of a particular workplace or occupation, another layer of learning is presented to the learner.

2. **Problem solving** occupies a good portion of any adult's life. Therefore, it is not surprising that problem-solving activities are a necessary part of learner-centered curricula. Problem-solving exercises should be prominent in any workplace classroom. Learners can be asked what they would say or do in a particular situation, or about their own experiences in circumstances similar to those presented by the teacher. Learners can also be asked to present the pro's and con's of a situation, to negotiate, to persuade, or to generate problem-solving and simulation activities from their own lives. By presenting and solving problems in the classroom, learners become confident in their ability to use language to solve problems and to take action in the workplace and in the larger social sphere. These problem-solving activities are especially valuable in high-performance workplaces where work is team-based and workplace decisions are made through group negotiation (Taggart, 1996).

3. The **traditional roles of the teacher** as planner of content, sole deliverer of instruction, controller of the classroom, and evaluator of achievement change dramatically in a learner-centered classroom. When the classroom atmosphere is collaborative, the teacher becomes facilitator, moderator, group leader, coach, manager of processes and procedures, giver of feedback, and partner in learning. This is true whether the teacher has planned a whole-class, small-group, paired, or individual activity. (See Shank and Terrill, 1995, for discussion of when and how to group learners.)

4. In managing **communicative situations** in a learner-centered environment, teachers set the stage for learners to experiment with language, negotiate meaning, make mistakes, and monitor and evaluate their own language learning progress. Language is essentially a social function acquired through interaction with others in one-to-one and group situations. Learners process meaningful discourse and produce language in response to other human beings. The teacher is responsible for establishing the supportive environment in which this can happen. This does not mean that the teacher never corrects errors; it means that the teacher knows when and how to deal with error correction and can help learners understand when errors will interfere with effective, comprehensible communication.



# *INSTRUCTIONAL STRATEGIES*

Some strategies that are especially useful for workplace ESL programs are:

- Using authentic language in the classroom.
- Placing the learning in workplace and other adult contexts relevant to the lives of learners, their families, and friends.
- Using visual stimuli for language learning, where appropriate, and progressing from visual to text-oriented material. While effective for all language learners, this progression taps into the natural learning strategies of low-literate individuals who often use visual clues in place of literacy skills (Holt, 1995).
- Emphasizing paired and group work, because learners acquire language through interaction with others on meaningful tasks in meaningful contexts. It also sets the stage for teamwork in the workplace (Taggart, 1996).
- Adopting a whole language orientation: integrating listening, speaking, reading, and writing to reflect natural language use.
- Choosing activities that help learners transfer what they learn in the classroom to the worlds in which they live.
- Treating the learning of grammar as a discovery process, with focus on understanding the rules for language only after learners have already used and internalized the language. In this way, grammar is not a separate part of the curriculum, but rather is infused throughout.
- Integrating new cultural skills with new linguistic skills. Learners acquire new language and cultural behaviors appropriate to the U.S. workplace, and the workplace becomes a less strange and frightening environment.

Various types of exercises and activities can be used in a learner-centered environment. These include question and answer, matching, identification, interview, fill-in, labeling, and alphabetizing; using charts and graphs; doing a Total Physical Response (TPR) activity;

playing games such as Concentration and Twenty Questions; creating role-plays and simulations; developing a Language Experience Approach (LEA) story; or writing a dialogue journal. (See Holt, 1995, and Peyton and Crandall, 1995, for a discussion of these and other adult ESL class activities.)

*Excerpts from Planning, Implementing, and Evaluating Workplace ESL Programs, Allene Guss Grognet, Center for Applied Linguistics, June 1996.*

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# ADULT ESOL LEARNERS PROFILE

Adult ESOL students:

- Are afraid to make mistakes and are often humiliated when they do make mistakes.
- Are hesitant to describe the past, especially if they are from a developing country (e.g. China).
- Are emotionally connected to the learning system of their native country.
- Are very dependent on the teacher.
- Are sometimes frightened of a formal school setting.
- Attend class voluntarily.
- Expect to learn English more quickly than is realistic.
- Use different body languages from those we are accustomed to.
- Have an urgent need to learn and speak the English language.
- Have real adult family and employment problems which can interfere with learning.
- Need to be provided with relevant, useful and practical learning.
- Need to have a teacher-student relationship that is based on mutual respect.
- Need the constant, positive reinforcement from the teacher as well as other students in the class.

# *MEETING THEIR LEARNING NEEDS*

The adult learner usually knows why he or she is studying the language, relating it to a particular goal. The instructor must recognize this motivation and satisfy it through a type of instruction that responds to the needs and goals of the learner as much as possible. The targeted level of English proficiency, the content of instruction, and its sequencing should be determined by the goals of the students. The vocabulary, grammar structures, and dialogues they work with must be immediately applicable.

Adult learners expect to be treated like adults. They expect to have their experiences and opinions valued. Most of the time, there is a temptation to treat ESL students like children, since their speech is childlike and they need a great deal of the type of instructional drill that is used with young children.

It is important for adult ESL learners to be involved in classroom activities. Probably the best indication of the quality of an ESL classroom is the ratio of student speech or writing to teacher speech or writing. Students learn by doing. The ESOL student particularly needs to ***practice using English,*** not hear someone else talk about English.

Many adult ESL learners feel uncomfortable in a classroom situation. Many have had unpleasant experiences in previous educational settings. Regardless of their memories of school, adult ESL learners usually feel quite uncomfortable because they cannot use English as well as they would like (if at all). Therefore, ***teacher warmth, acceptance, and empathy*** are particularly important to them. A large body of research shows that if a teacher is warm, caring and enthusiastic, students learn more.

***Opportunities for problem-solving and building self-directed learning skills*** are a must for adult ESL learners. These are easier to attain at the higher levels of instruction, but they

should be incorporated whenever possible. For example, students can be asked to describe what they do in everyday problem situations, such as returning something to a store or asking for a day off to attend a wedding. Their input can be used to build practice dialogues. In addition, allowing students to find the answer, rather than just feeding it to them, will develop skills that will help them the rest of their lives. In essence, self-directed learning helps reduce the possibility that adult ESL learners will become too dependent on the teacher and hinder their own development.

Adult ESL learners have their egos battered everyday. They are often looked down upon or treated rudely because many people in the American culture equate "different" with "wrong" or mistakenly associate the lack of ability to communicate in English with a lack of intelligence. As a result of these attitudes and their own feelings of communicative inadequacy, ESL students often experience a great deal of frustration. They need opportunities to succeed and to be recognized for that success everyday.

One way to provide opportunities for success is to encourage students to set small daily or weekly goals. As the goals are achieved, the students can be congratulated and congratulate themselves on their progress. If they are faced solely with that major goal, "to learn English" everyday, it begins to seem impossible to achieve. The satisfaction of achieving smaller goals provides the motivation and encouragement adult ESL learners need to continue.

Unlike children, adult ESL learners may require a longer time to perform learning tasks, and they may be more sensitive to an uncomfortable physical environment (specifically to extremes of heat or cold). Many will be tired, especially after putting in a full day's work before coming to class. Anything that can be done to liven up the class such as using a variety of teaching techniques, using audio-visual aids, and changing the pace of activities will help adult ESL learners to concentrate while simultaneously creating a ***comfortable and stimulating environment.***

Adult ESL learners need their *cultural differences* to be understood and recognized, as they too understand and recognize the diversity among other cultures, significantly, that of the target language. Culture involves a vast variety of things that we sometimes take for granted, such as values, attitudes, goals, gestures, courtesies, eye contact, spatial awareness, time awareness, modes of dress, habits of cleanliness and many more. If an ESL learner acts in a strange or annoying way, the behavior is probably a part of the learner's native culture. For example, in Asian cultures, looking directly at a person in a position of authority is considered an insult. In Latin cultures, being on time does not carry the importance attached to it in this country. In the Middle Eastern culture, it is considered an insult to show the sole of your shoes to a listener. Understanding cultural differences helps both teacher and student communicate effectively.

*Source: Guglielmino, L. M. (1991). Adult ESL Instruction: A Source Book. Glenview, IL: Scott, Foresman and Company.*

## *TEACHING THE MULTILEVEL CLASS*

Every teacher knows intuitively that there is no such thing as a homogenous class. In other words, no two individuals learn in the same way. Varying cultures, native languages, ages, educational backgrounds, learning goals, and levels of abilities are commonly known differences among adult ESL students. These differences are what makeup a multilevel ESL classroom, and are responsible for a great deal of the challenge confronted by ESL teachers.

Another factor that contributes greatly to the multilevel challenge is the open-entry, open/exit policies of many adult learning programs. Entering students who are tested and

placed at a proficiency level at any time during a semester are likely to find themselves far below the actual level of other students. Additionally, there are situations where students who are tested and placed at a given level are proficient in one skill and yet weak in another. Therefore, **every** language class is a multilevel one, and **every** good teacher is constantly trying to meet the needs of every individual student.

Various ways of meeting the needs of multilevel learners as suggested by Faye Van Arsdall Schmelig (1991), author of an Adult Education Act 310 publication, are individualization, pairing, grouping, and learning centers. The latter is particularly effective in meeting the multilevel challenge because of the variety of activities from which students can select.

Eve Berry and Molly Williams (1992), authors of an Adult Education Act 353 publication, developed a multilevel ESL curriculum guide for teachers of multilevel classes. According to Berry and Williams, a successful multilevel ESL class makes students feel a part of the whole group while at the same time meeting their needs. They suggest that a way to do this is to have students work on independent learning that is appropriate to their levels. While the teacher works with one part of the class, the other part may work individually or in pairs on different activities of their choice.

## *LEARNING CENTER ACTIVITIES*

To create a learning center environment, Schmelig suggested that one section of the classroom be set up for a listening and pronunciation station where students can perform skill activities on various pieces of equipment such as the language master, tape recorder, and view master. A special section of the room can also be organized for reading, writing, and grammar skill activities. Furthermore, a conversational corner with a box of suggested topics and speaking activities to select from is also effective and conducive to the on-going activities in a multilevel classroom.

Organizing and developing materials for such learning experiences can not be done overnight. Having a simple plan in mind, along with the collection of a few cardboard boxes and file folders, you can organize and develop materials and exercises in an amazingly short period of time. When gathering and developing materials, however, keep in mind the goals of your students. Many activities can revolve around basic survival skills and vocabulary; others can focus on employability skills.

Keeping in mind that since these activities will be used repeatedly, you may want to protect some items by laminating them. It is also a good idea to label or code papers in some way to make filing easier and to prepare answer sheets so that students can self-correct their exercises.

Students themselves may enjoy preparing exercises, activities, or games for the learning centers. If so, it is a good idea to have available a box of supplies such as construction paper, glue, index cards, markers, catalogs, and magazines. Plan projects that students will complete and then add to the learning centers.

The following are suggested activities that students might enjoy doing. It is important that these activities not be overused, or they may lose their effectiveness.

## VOCABULARY

1. ***Flash Cards:*** Provide a list of words and ask students to find pictures illustrating each. On one side of a card, students should write a vocabulary word; on the other side, they should glue the picture that corresponds with the vocabulary word. Then place the flash cards in the reading center and use them for sight word practice.

2. ***Matching:*** Antonyms can be written on two sets of color-coded index cards. Students can work in pairs or independently and match the words. Beginning level students can match the picture to the word or sentence. Higher level students can match words with

their definitions. Answer cards should be included so that students can check their work. Other matching exercises can include such things as time words with verb tenses and sentence beginnings with sentence endings.

3. ***Dictionaries:*** Ask students to make booklet dictionaries by finding or drawing pictures of items in their assigned category (e.g. fruit, vegetables, clothing, animals, etc.). They should write the words and their definitions, and perhaps give two or three sentences using the words. Place the dictionaries in the vocabulary learning center for future use.

## READING

1. ***Contextual Clues:*** Select reading passages that are of interest to the students and systematically delete words from the passage. Have students read the passage and insert the appropriate words. This can also be done with ***Jazz Chants*** by deleting words that rhyme. Student can listen to the tape to check their work.

2. ***Strip Stories:*** Stories can have sentences or paragraphs in the wrong order, cut into strips. Students must put the strips back in the proper order.

3. ***Sequencing:*** All sorts of excellent sequencing activities can be developed by students. For example, have them cut out cartoons and glue them to index cards with the proper sequence numbered on the backs.

4. Using the pictures from ***Action English Pictures***, write a sentence for each picture on a strip. Cut out the pictures and have students match the pictures to the sentence, and then put the entire sequence in the proper order. Even short reading selections can be cut up by paragraphs and glued to large index cards for later practice in sequencing.

## WRITING

1. ***Dialogue Writing:*** Students can be given a dialogue with one speaker's portion deleted. Students then write that portion of the dialogue. Since this is an activity that can not be self-corrected, students can compare dialogues in pairs, or turn them in to the teacher for correction

2. ***Cartoon Writing:*** With the dialogue missing from the cartoon, have students write their own dialogue and compare with the original. A good source of cartoons with no captions, based on real life activities, is ***Lexicarry.***

3. ***Letter-writing:*** Have on hand folders of sample business and personal letters plus a set of index cards with instructions such as ***"Write a thank you letter to a friend for having you and your family over for dinner last Saturday night."*** Students should choose an index card and write a letter, using the sample letters as guidelines.

## *Grammar*

a. ***Fill-In:*** For practice with grammatical structures, fill-in-the-blank exercises can be taken from existing textbooks or developed by the teacher. Verb tenses, prepositions, adjective placement, question formation, and models lend themselves well to this activity. Be sure an answer key is included.

b. ***Word Order:*** For word order practice, sentences and questions can be used with each word on a separate card. The cards are numbered on the back-side. Students should put the cards in order, and turn them over to correct their work. Each set of cards should be kept together in an envelope or with a rubber band around it.

## LISTENING

1. ***Sounds Intriguing*** is a small book and accompanying tape of short sound sequences. Students can listen to the sequence and write a story about what happened. Later the sequences can be played to the entire class and the students can share their stories.

2. ***Advanced Listening:*** Higher level learners may enjoy listening to a tape of a song, a poem, or a reading and then transcribe the words. Once they get all the words down on paper and have been checked for accuracy, replace every fifth to seventh word with a blank space. Then photocopy the transcription and put it into the listening station. Less advanced students can listen to the same tape and fill in the missing words in the transcription.

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## *SUCCESSFUL ADULT ESOL STRATEGIES*

1. Get acquainted with the previous and following student placement levels' (SPL) material to learn your student attained competencies.

2. When speaking, face students and speak clearly and correctly. They are watching your mouth and are hearing with their eyes as well as with their ears.

3. Use body language, especially arm gestures and facial expressions, to reinforce what a student hears with what he sees.

4. Student Performance Level (SPL) 200 and below - Use plenty of pictures.

5. Student Performance Level (SPL) 200 and below - Write all instructions on the board (homework and upcoming holidays).

6. Realize that when you ask a question, if a student understands, a "yes" answer doesn't always mean yes. A timid or polite student may be simply agreeing with you.

7. When teaching new vocabulary, the teacher should speak, ask for repetition, write it on the board, and have students read it out loud.

8. Vary activities during a class—listening to teacher, speaking, reading, and writing. Use games in SPL level 200 and below.

9. Use competition occasionally to create interest in an activity.

10. Give positive reinforcement for efforts. Otherwise YOU are the only one who knows their answers are good.

11. Learn what your students' skills, occupations, and interests are and use them to aid in the lessons.

12. SPL 200 and below - Teach all new vocabulary and structures before encountering them in the text. This gives the students a sense of success when they can understand the book.

13. If asked to repeat what you have said, use exactly the same words as you used the first time. To change the explanation when they are expecting to hear what you just said is confusing for them.

14. Take time. Be relaxed.

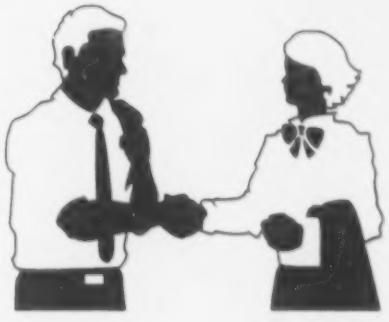
15. Promote an atmosphere that encourages their questions and conversation.

16. Be a good listener. The question the student is asking may not be as simple as it appears to be.

17. Be flexible enough to meet the student's needs that day. Change plans if necessary.

18. Be kind. These are adults. Some of them had highly respected careers in their countries and coming back to school is difficult for them.

*Source: ESOL Instructors Susan Eckhart and Pam Fulton, Florida Community College at Jacksonville, 1999.*



# *TIPS FOR MAKING YOUR ESOL CLASS MORE INTERESTING*

## ■ *LISTENING/SPEAKING ACTIVITIES:*

**Listen and Do**
Play taped conversations and have students listen to understand the conversation.
Play a second time and ask the students questions about the conversation or have the students perform a task such as underlining, circling, etc.
OR
Have students look at a paper with several pictures. Describe one of the pictures on the page. Students must choose from the pictures on the page.

**Chain Drills**
Have the class form a circle and the first student asks a question of the second student. The second responds and asks the same question of the next student, etc.

**TPR-Total Physical Response**
This activity is excellent for beginning classes. Say new vocabulary words or phrases in command form. For example, "Touch your head." The students must respond. (Similar to the game Simon Says).

**Think-Pair-Share**
This technique is a cooperative learning activity that allows learners to share information. Using any visible stimulus, have students think about the vocabulary associated with the picture or item. First, learners think to themselves, then form pairs and discuss their lists or ideas. The pairs then share their combined lists with the class. The instructor can write the vocabulary words or ideas on the board or overhead.

**Information Gap**
Information gap activities are appropriate for more advanced learners. Students are paired and each student in the pair is given information the other student does not know. The student must ask questions to fill in the missing information. (Similar to 20 Questions)

**Round Robin**
One student starts a story and the story is continued by a second student. This continues until the story is complete.

**Role Play**
Role Play activities always add variety to your classroom. Effective role plays for adults are ones that also involve problem solving. The problem should be relevant to the learners and

to the topic they have been studying. For example: You just returned from the store and found the shirt you bought is too small. What should you do?

**Substitution Drills**
Ask students to replace certain words in a sentence. For example: Today I feel ...angry, happy, hungry, or sad.

## ■ *READING/WRITING ACTIVITIES*

**Language Experience Stories:**
The students' own words are used for reading and writing – the learners will provide stories within their language capabilities. All learners in the class can participate by adding to the stories. The instructor may choose a variety of methods to facilitate story telling by the students.

a. Hold up a picture that learners may find interesting and go around the room giving each student a chance to contribute a sentence to make a story about the picture. Write what the learners dictate on the board or overhead. When the story is finished, read it aloud to the learners. Have students repeat the words. Students can copy the story or the instructor may have the story typed and distributed at a later class meeting.

b. Stories may be based on a learner's experiences, such as vacations, celebrations, etc.

c. Many activities may be produced form the learner-generated stories:

- Make sentence strips and rearrange the order of the story.
- Use vocabulary to write learner-generated dialogues.
- Make stories into cloze activities.

**Dialogue Journal**
Dialogue journals are written conversations between student and instructor. Students may write to teacher on any subject and the teacher will respond. This is a valuable activity for getting to know your students.

**Strip stories**
Strip stories may be done in pairs or small groups. Students have one piece or strip of a story, a set of instructions, or a conversation. The students must work together to put the pieces in their logical order. The students can also read their reconstructed stories to the class.

*Source: Teachers Edition of Life Prints, ESL for Adults. New Reader's Press*

# *ESOL TEACHING CAUTIONS*

1. Remember that your students have an ***urgent*** need to learn English in a short period of time in order to survive. Course work should be as job-oriented as possible in a language class. The ability for your students to communicate is your goal; structural perfection is not.
2. When speaking, speak at normal speed and with normal intonation.
3. Be very familiar with the structures and vocabulary you intend to teach. In other words--***PLAN AHEAD.***
4. The speaking that you do in class should be minimal. This means that the language you are teaching is carefully controlled. If you are tired from talking when class is over, you must make sure that the students in your next class are the ones to be tired from speaking, not from listening.
5. An oral lesson is taught based on a topic and competency. It should include selected vocabulary and structures which are presented by the teacher, practiced by the students with the teacher, and produced by the students individually.
6. Lesson topics should include **relevant** vocabulary that students can use in relevant situations. ***The classroom is designated for using the language.***
7. Most of your time should be dedicated to oral work. This does not mean oral reading only.
8. Be careful when using materials (books, dittos, etc.) written for native speakers, regardless of the level. They are usually teaching language in a way that is not relevant to the needs of ESOL students.
9. Don't divide the class into ability groups during oral lessons. Each student should practice and produce to his/her ability in the group.
10. A two or three hour class should be divided into three or four different language activities.
11. Greet each new student individually and with enthusiasm. Old students should introduce themselves to new students, (an ongoing language activity). The more you build the feeling of belonging to a group, the more stable your class will become.
12. Take a moment to **READ** your ***Curriculum Guide*** before you begin teaching, and read it frequently throughout the year. Each time it will make more sense.

# HELPFUL HINTS

1. Show sensitivity to individuals' personal lives and interests. Show them respect and courtesy and be sensitive to their feelings and concerns.
2. Remember that you are the student's primary contact with a new country.
3. Allow your students to know you as a person.
4. Be aware that your students are usually from traditional educational systems and are accustomed to the following: memorization, rote learning, teacher directions and passive learning.
5. ***Review*** student information (e.g. age, educational background, etc.).
6. ***Learn*** to pronounce each student's name correctly.
7. ***Be aware*** of each student's native country and culture.
8. Provide a classroom orientation that includes an orientation to the school.
9. Use a ***"Buddy System"*** – Assign/Appoint a student who speaks the language of a new student as well as English to serve as a culture facilitator, ***The Buddy***.
10. Don't underestimate ability. Determine a student's level and then teach at that level.
11. Allow students time to complete a response; ***don't*** give them the words.
12. **Don't** overcorrect. It can do more harm than good.
13. Speak with normal speed and intonation.
14. Emphasize listening and speaking skills.
15. Teach pronunciation, grammatical structures, and vocabulary in context.
16. ***Integrate*** all four language skills in each session.

17. Vary classroom activities and change materials frequently.

18. Develop or adapt materials according to your students' needs and levels.

19. Capitalize on ***"real life"*** situations experienced by your students.

20. Use your students and classroom as teaching resources.

21. Utilize community resources available to you.

22. Arrange seating so that students have eye contact with each other and the instructor to facilitate classroom interaction.

23. Teach for a purpose, either by competency, topic, and/or situation.

24. Make sure that subject matter is ***relevant.*** Your students should leave class with everyday language they can use.

25. Help students set small goals.

26. ***Review*** everyday.

27. Remember that there is ***no perfect*** text.

28. Be ***flexible*** and ***innovative*** in teaching activities.

29. ***PLAN AHEAD!!!*** Be very familiar with what you are teaching.

30. *SMILE...* It is a gift that lasts forever!

*Source: Daytona Beach Community College, ESOL Department - 1999*

# UNIT IV

## *STUDENT TRACKING: LITERACY COMPLETION POINTS (LCPs)*

### OBJECTIVES

**The instructor will be able to:**

1. **Understand how the Florida 1998 Workforce Development legislation will impact adult education programs for students and instructors.**
2. **Define the term literacy completion point (LCPs).**
3. **Understand the effect of LCPs on student retention and program completion.**
4. **Identify the items to be maintained in a student folder and portfolio.**

# *IMPACT OF FLORIDA 1998 WORKFORCE DEVELOPMENT LEGISLATION ON ADULT EDUCATION STUDENTS, INSTRUCTORS, AND PROGRAMS*

- Greater accountability for adult education (ABE, GED, AHS, ESOL) programs.
- Program funding will be driven by student mastery of Literacy Completion Points (LCPs): student achievement of academic or workforce competencies.
- Adult student gains (LCPs) are shown through standardized instruments, checklists, or portfolios.
- Funding for adult education programs will be determined by LCPs for student progression from one placement level to the next or student program completion.
- Instructors determine when students are ready to exit or move to the next student performance level based on documentation of student performances.
- Student orientation, recruitment, and retention are critical factors to program success.

Adapted by QPD from an ESOL professional development presentation by:
Monica Oliva, Education Specialist, ESOL/VESOL Programs, Miami-Dade County Public Schools, 1999

# *STUDENT TRACKING DATA*

Your educational program manager will require you to complete a student tracking form to record the progress of your students. This recordkeeping system will monitor adult education student literacy completion points (LCPs) and program completions. This data will also be used for program reports to our state and federal educational agencies that fund our adult education programs.

## DOCUMENTING STUDENT PROGRESS

The Florida 1998 Workforce Development legislation requires adult education programs to document student progress and educational gains. Literacy Completion Points (LCPs) will determine student progression. There are currently six LCPs included in the ESOL Curriculum Frameworks, and the seventh (Adult Secondary ESOL) will be implemented statewide in July 1999.

**State Board Rule/SBR 6a-6.014**

Adult ESOL student progress will be measured by progression through LCPs, using one or more of the following:

a. grade scale/scale score improvements measured by an approved test
   **school districts and community colleges may use any of the listed state approved tests.*

b. improvement of literacy or workforce readiness skills
   ** improvement of literacy or workforce readiness skills will be measured by attainment of LCPs using either state approved tests or documentation of completion of performance standards.*

c. successful completion of curriculum frameworks and course performance standards
   **State approved competency checklists are one way to document achievement of competencies.*

Our State approved competencies **checklists** are based on the State approved curriculum frameworks. They would be used to document student achievement of competencies (please refer to the following checklist example). The performance-based student **portfolios** are to include examples of student work. An evaluation of those examples may also be included as back-up documentation to support the certification of the LCPs

You, the instructor, will certify your student's achievement of competencies. Your student's LCPs competency checklists or equivalent documents must be maintained in a permanent recordkeeping system in an auditable fashion. Further enhancement of these standards for documentation will be forthcoming from your program manager.

Each competency checklist correlates with the current eleven Adult ESOL LCPs levels:

| | |
|---|---|
| LCPS-A | ESOL Literacy/Foundations |
| LCPS-B | ESOL Low Beginning |
| LCPS-C | ESOL High Beginning |
| LCPS-D | ESOL Low Intermediate |
| LCPS-E | ESOL High Intermediate |
| LCPS-F | ESOL Advanced |
| LCPS-A | VESOL I |
| LCPS-B | VESOL II |
| LCPS-C | VESOL III |
| LCPS-A | Workplace Readiness Skills |
| LCPS-A | Citizenship |

*Academic Skills [Student Performance Level (SPL) 7] to be implemented in FY 1999-2000.
(See Appendix B, page 84)

Checklists example: Orange County Public Schools Adult ESOL Program
(may be individualized to the institution)

(Institution)

**ESOL Literacy/Foundation LCPS-A**

Student _____ Entry Date _____ Withdrawal Date _____
Teacher _____ Site _____

| CURRICULUM STRAND | | |
|---|---|---|
| **CURRICULUM COMPETENCY** | | |
| **WORKFORCE DEVELOPMENT SKILLS** | **DATE COMPLETED** | **INITIALS** |
| **01.0 OBTAINING EMPLOYMENT** | | |
| 01.01 Recognize entry-level jobs and occupations. | | |
| 01.02 Identify workplaces of various occupations. | | |
| 01.03 Recognize procedures for applying for a job. | | |
| 01.04 Complete a simplified job application with assistance. | | |
| 01.05 Transfer information from one job application to another with assistance. | | |
| 01.06 Recognize and demonstrate appropriate behavior for the job interview and how to present a positive image. | | |
| 01.07 Demonstrate ability to respond to basic interview questions. | | |
| 01.08 Recognize required forms of identification for employment) ex. Social security card, photo identification, etc.). | | |

## *ADULT EDUCATION/STUDENT DATABASE RECORD OF LITERACY COMPLETION POINTS*

**Student Name:** _____ _____
Last First M..I. Social Security Number

**Entry Level Test Information:** _____ _____ _____
Name of Test Level of Test Scaled Scores

**Program:** _____ **Site:** _____ **Term:** _____

**ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)**

| Type of Instruction | Mastery of Performance Standards (Output Measure) | Adult Literacy Completion Point (Data Element) | Completion Date |
|---|---|---|---|
| **Adult ESOL: (Data Element 2101 – Completion CIP – 1532010300)** | | | |
| ESOL – Literacy/Foundation | Successfully complete level benchmarks | A | |
| ESOL – Low Beginning | Successfully complete level benchmarks | B | |
| ESOL – High Beginning | Successfully complete level benchmarks | C | |
| ESOL – Low Intermediate | Successfully complete level benchmarks | D | |
| ESOL – High Intermediate | Successfully complete level benchmarks | E | |
| ESOL – Advanced | Successfully complete level benchmarks | F | |
| ESOL – Adult Secondary Level | Advanced ESOL for College Bound | G | |
| **Specialized Adult ESOL ESOL Workforce Readiness: (Data Element 2101 – Completion CIP – 1532010502)** | | | |
| Workforce Readiness Skills | Workforce Readiness Skills | A | |
| Intermediate Literacy | Level 3 (4.0-5.9) | C | |
| Functional Literacy | Level 4 (6.0-8.9) | D | |
| **ABE Workforce Readiness Skills: (Data Element 2101 – Completion CIP: 1532010500)** | | | |
| Workforce Readiness Skills (ABE) | Workforce Readiness Skills | E | |

**Documentation On File:** _____Yes _____No

**Comments:** _____

_____

_____

**Verified by:** _____
NAME POSITION DATE

*Source: Daytona Beach Community College, ESOL Department - 1999*

## STUDENT FOLDERS

- Student data sheet/personal information form
- Student Program/Agreement form
- Literacy Completion Points (LCPs) verification form
- Examples of student's work
- Examples of teacher-made tests

## STUDENT PORTFOLIOS

- Each portfolio should include the state-mandated list of targeted competencies (LCPs).
- Students and teachers decide what the individual pieces are that will be included in the portfolios.
- Every piece should be representative of a student's ability as related to a competency.
- Teachers provide standards/guidelines for student portfolio evaluation.
- Students would check off those competencies they feel they have attained.

PLEASE NOTE:

- The purpose of a student portfolio is to measure what students have learned.
- Students and instructors share the responsibility for mastering the student performance level (SPL) competencies.
- Students will check off those SPL competencies they have attained.
- Instructors should continuously encourage adult students to refine their work.
- Work in the portfolio reflects a student's progress over a period of time. All portfolio samples should be arranged chronologically.
- Portfolios can be used as a supplement to standardized testing.
- Instructors should pass their students' portfolios on to the next instructor.

Adapted by QPD from an ESOL professional development presentation by:
Monica Oliva, Education Specialist, ESOL/VESOL Programs, Miami-Dade County Public Schools, 1999

# UNIT V

## *YOUR INSTITUTION'S ADULT ESOL PROGRAMS AND RESOURCES*

### OBJECTIVES

**The instructor will be able to:**

**(to be customized by the program manager)**

# APPENDICES

*To teach is to touch lives forever.*

*--Anonymous*

**A - Acronyms – Adult Education**

**B - ESOL Academic Skills LCP-A (SPL 7)**

**C - Sample Lesson Plans**

**D - Survival Kit for the First Day of Class**

**E - Activities for Beginning Students**

**F - Pronunciation –Activities and Errors**

**G - Definitions**

**H - Resources for ESOL Instructors**

**I - Educators Internet and E-mail Access**

**J - ESOL Internet Addresses**

**K - Staff Development: Mentoring the New ESOL Instructor**

**L - Instructor/User Evaluation Form**

## Appendix A

# ACRONYMS – ADULT EDUCATION

| | | |
|---|---|---|
| ABE | - | Adult Basic Education |
| AHS | - | Adult High School |
| AT | - | Applied Technology |
| DWD | - | Division of Workforce Development |
| ESL | - | English as a Second Language |
| ESOL | - | English for Speakers of Other Languages |
| FAC | - | Florida Administrative Codes |
| GED | - | General Educational Development |
| LA | - | Language Arts |
| LCP | - | Literacy Completion Point |
| LEA | - | Local Education Agency |
| LEP | - | Limited English Proficient |
| SAIL | - | System of Applied Individualized Learning |
| SBER | - | State Board of Education Rule |
| VESOL | - | Vocational English for Speakers of Other Languages |
| VPI | - | Vocational Preparatory Instruction |
| WAGES | - | Work & Gain Economic Self-sufficiency |

# Appendix B

## ESOL/FL-DOE TASKFORCE DRAFT, MARCH 1999

### ESOL Academic Skills LCP-A

| Student: | Entry Date: | Withdrawal Date: | Instructor(s): | Site: |
|---|---|---|---|---|
| I.D. #: | | | | |

***Please check corresponding box (✓) and complete date as each standard is achieved. Standards #01.0 through #08.0***

| *The student is able to…* |
|---|
| ☐ ***01.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO OBTAIN EMPLOYMENT…*** ***Date Achieved ____/____/____*** |
| 01.01 Plan a career path. |
| 01.02 Develop a portfolio. |
| ☐ ***02.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO MAINTAIN EMPLOYMENT…*** ***Date Achieved ____/____/____*** |
| 02.01 Demonstrate understanding of U.S. work ethic. |
| 02.02 Recognize importance of participating in on-the-job training opportunities. |
| ☐ ***03.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO MAINTAIN EMPLOYMENT…*** ***Date Achieved ____/____/____*** |
| 03.01 Demonstrate understanding of the importance of performance appraisals. |
| 03.02 Demonstrate ability to request a promotion or raise. |
| 03.03 Locate information about educational services for career advancement or professional development. |
| ☐ ***04.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO LISTEN EFFECTIVELY…*** ***Date Achieved ____/____/____*** |
| 04.01 Select and use appropriate listening strategies in informal discussions, formal presentations, and problem solving. |
| 04.02 Use active and reflective listening to connect and build on the ideas of a speaker respecting the viewpoint of others. |
| 04.03 Demonstrate good comprehension and understanding of classroom lectures and presentations. |
| 04.04 Understand and interpret TV/radio news programs. |
| 04.05 Recognize and understand American English idioms. |
| ☐ ***05.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO SPEAK EFFECTIVELY…*** ***Date Achieved ____/____/____*** |
| 05.01 Select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, and application of content, processes or experience. |
| 05.02 Demonstrate skill in making appropriate and meaningful comments and insightful observations in group and classroom situations. |
| 05.03 Use details, illustrations, analogies and visual aids to make formal presentations that inform, persuade, or entertain. |
| 05.04 Select and use a variety of speaking strategies to evaluate content, processes, or experiences including asking relevant questions when necessary. |
| 05.05 Express feelings verbally in a culturally acceptable and appropriate manner (happiness, sadness, appreciation, sympathy, regrets). |

| |
|---|
| 05.06 Use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic. |
| 05.07 Develop and sustain a line of argument and provide appropriate support. |
| 05.08 Recognize and demonstrate the appropriate use of American English idioms. |
| ☐ ***06.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO READ EFFECTIVELY...*** ***Date Achieved ____/____/____*** |
| 06.01 Select and use pre-reading strategies (discussion, predictions, brainstorming). |
| 06.02 Master dictionary use (English – English) |
| 06.03 Identify main idea, supporting detains and implied main ideas. |
| 06.04 Recognize relationships: transitions and pattern of organization. |
| 06.05 Utilize vocabulary in context skills and improve vocabulary proficiency (Etymology: Latin/Greek based, affixes and roots). |
| 06.06 Distinguish between fact and opinion. |
| 06.07 Make inferences (higher order thinking skills). |
| 06.08 Recognize purpose and tone of author. |
| 06.09 Evaluate author's point of view and arguments. |
| 06.10 Improve reading comprehension rate. |
| 06.11 Synthesize information and draw conclusion. |
| ☐ ***07.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO WRITE EFFECTIVELY...*** ***Date Achieved ____/____/____*** |
| 07.01 Select and use appropriate prewriting strategies (brainstorming, graphic organizing, and outlining). |
| 07.02 Develop an outline to organize ideas for a composition including main ideas, specific ideas and details. |
| 07.03 Demonstrate effective word choice. |
| 07.04 Employ conventional sentence structure. |
| 07.05 Write a paragraph including a topic sentence with controlling ideas, major pints, support, and concluding sentence. |
| 07.06 Write two ore more paragraphs that are focused, organized and reflect insight into the writing situation. |
| 07.07 Draft and revise a composition or report that has a clear organizational pattern; is focused and purposeful. |
| 07.08 Write a composition/summary including cause and effect, descriptions. |
| 07.09 Produce final documents edited for spelling, capitalization, punctuation, grammar, sentence formation and format. |
| ☐ ***08.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO APPLY STANDARD GRAMMAR STRUCTURES...*** ***Date Achieved ____/____/____*** |
| 08.01 Subject-verb agreement. |
| 08.02 Article application in context. |
| 08.03 Prepositions |
| 08.04 Complex and compound sentences. |
| 08.05 Run-ons, comma-splices and conjunctions. |
| 08.06 Complete sentences (elimination of fragments). |
| 08.07 Spelling and recognize misused words. |
| 08.08 Punctuation. |
| 08.09 Transitions. |
| 08.10 Verbs and verb tenses. |
| 08.11 Modifiers: adverb and adjectives. |



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# Appendix C

## SAMPLE LESSON PLANS

### THE GRAMMAR-TRANSLATION METHOD

9:00-9:05 Short vocabulary quiz. Students write out the new words as the teacher reads the native-language translation.

9:05-9:15 Various students are asked to read aloud in the target language from the reading selection in the book. After several minutes, the teacher reads a few sentences aloud to the students and then asks them to spend a few minutes reading the rest of the passage silently.

9:15-9:25 Students begin to translate the sentences of the passage into their native language. Occasionally the teacher offers help when students stumble.

9:25-9:40 The core of the lesson now begins with the grammar explanation. On the chalkboard, the teacher has placed an outline of the uses of the past tense, examples of which are drawn from the reading passage. The rules are explained in detail in the native language. If students are not familiar with the grammatical terminology used in the explanation, time is taken out to teach it. Students copy the explanations and rules, as well as the examples and various exceptions, into their notebooks.

9:40-9:50 The rest of the lesson is spent on written tasks, such as writing out verb paradigms and filling in the blanks in grammatical exercises. Some time is also spent in translating sentences, usually consisting of non-sequiturs seeded with the grammar point of the lesson, from the native language to the new one. Students who do not complete these tasks before the class ends are asked to complete them for homework, as well as to memorize the vocabulary list preceding the reading in the next section of the book.

# THE DIRECT METHOD

9:00-9:10 The teacher comes into the classroom and immediately begins speaking in the target language, greeting students and asking about classroom objects. Students answer in the target language. The teacher continues to ask questions and occasionally gives commands. As the students obey these orders, they recount in the target language exactly what they are doing and the class then tells the teacher what has happened (using past time in their account of the actions just performed).

9:10-9:25 The lesson develops next around a picture, which the teacher uses to teach the core vocabulary. Various actions and objects are discussed in reference to the activity depicted in the picture. The teacher demonstrates those activities and concepts that are not immediately apparent through mime and waits until the class seems to understand. The students then repeat the new words and phrases and try to form their own sentences in response to the teacher's questions. (This is done with little or no corrective feedback and the students' responses are often quite inaccurate.)

9:25-9:45 Once the vocabulary has been taught and absorbed, the teacher asks the students to read a passage on a similar theme aloud from their text. The teacher models the sentences to be read first and the students mimic either in chorus or individually. The passage is never translated, but the teacher assures comprehension by asking questions in the target language, to which the students respond, also in the target language. If difficulties arise, the teacher might explain briefly in the target language while the students take notes.

9:45-9:50 The lesson concludes with a review of the core vocabulary. When the class ends, students leave with a sense of accomplishment, since they have been actively involved all period.

# AUDIO-LINGUAL METHODOLOGY

9:00-9:15 The class repeats the lines of a new dialogue, following the teacher's model. To illustrate the meaning of the sentences, the teacher makes stick figure sketches of the people in the dialogue on the board and points to them as the lines are said. First, everyone repeats the lines in chorus. When a pair of sentences has been repeated well in chorus, the teacher divides the class into two groups and the same lines are repeated, with one group responding to the other's line in turn. Next, individual rows of students take a dialogue line and repeat it. Finally, the teacher calls on individuals to repeat the new sentences in front of the class.

9:15-9:40 The teacher moves on to the pattern drilling phase of the lesson where structures that were used in the dialogue are now drilled one by one. The class first chorally repeats the drill sentence after the teacher's model. Then they do transformations of the sentence according to the teacher's cues. Transformations may include minimal changes in vocabulary or involve a morphological manipulation of some type. Seven or eight changes of this type are effected by the class in chorus. When the class has had enough practice that they are performing the transformations easily, the teacher asks students to identify what the sentences have in common. The rule, when satisfactorily inducted, is then further drilled through more pattern practice in smaller groups and finally with individual response.

9:40-9:50 A chain drill is used as a final consolidating activity. Students ask one another questions or give one another cues, going down a row from student to student in a chain of stimulus and response. The teacher indicates the homework for the next class session, which consists of listening to lab tapes and practicing more patterns and recorded dialogues, as well as transcribing several times certain words or phrases from the text.

# COGNITIVE APPROACHES

9:00-9:10 The lesson begins with a presentation of the new vocabulary, that relates to the description of personality. Students look at a series of visuals in the text, which depict four students engaged in a variety of activities, as the teacher presents the new words, most of which are descriptive adjectives. The teacher explains in the target language how the personality of each of the students in the visuals is different: Paul is a politically aware student; he is active, involved, and enthusiastic about politics. George is a quiet student; he is timid, gentle, and agreeable. Marie-Jeanne is artistic, somewhat bizarre, and nonconformist. By contrast, her roommate Frederique is arrogant, traditional, and conservative. The lesson proceeds as students learn the new vocabulary in context, repeating the new words after the teacher's model and using them in simple sentences to describe the students depicted in the visuals in response to the teacher's questions.

9:10-9:20 Next, the teacher explains how adjectives are formed in English, using the visuals as well as students in the classroom as contextual support. Grammar explanation is done in the native language, although later, when students have more language available to them, the explanations will be done principally in English. This phase of the lesson establishes the cognitive base from which the students' language skills can be developed.

9:20-9:35 Students then show their understanding of adjective agreement by doing a variety of exercises that are both contextualized and personalized. Using a list of adjectives relating to personality provided by the teacher, students try out their skills by describing themselves, their classmates, and famous people. Exercises are controlled to some extent, and students are provided with a model or framework, although they must process what they are saying meaningfully at all times and consciously select both word and form. Some of the exercises involve word association, the use of synonyms or antonyms, and hierarchical categories of vocabulary. Students do some exercises first in pairs or small groups. The teacher, after five to seven minutes of this activity, has the class come back to the whole group to share some of the descriptions they have generated.

9:35-9:50 The final phase of the lesson plan involves an application activity in which self-expression, using the new structure and vocabulary, is promoted. Students, divided into groups of three, are given conversation cards, two of which have four or five native-language questions using the structures and vocabulary just presented. The third card has appropriate English equivalents of the questions on Cards 1 and 2. The student holding this card "monitors" the questions asked by his two classmates during the conversation, helping out when necessary and ensuring that the questions are formed correctly. Students ask one another questions based on the native language cues on their cards and respond in personalized, relatively unconstrained fashion. The teacher circulates among the groups and offers help when needed. At the end of ten minutes, the class comes back to whole-group format and students offer short reviews of the information obtained in the conversation activity. The teacher asks the students to write a short summary of their conversation in English for the next class day.

# THE NATURAL APPROACH

## Sample Classroom Activities

The three types of acquisition activities are:

1. **Comprehension (pre-production) activities**, which consist of listening comprehension practice, with no requirement for students to speak in the target language. Comprehension is achieved by contextual guessing, TPR techniques, the use of gestures and visual aids, and data gleaned from personalized student input. One technique that Dr. Terrell uses in beginning classes is description of students in the class in terms of their color, clothing, height, and other physical attributes. Students are asked to stand up when described, or questions are asked so that students being described are identified by the others in the class.

   The pre-production (comprehension) phase of instruction lasts, according to Dr. Terrell, about four to five class hours for adult students, but could last several months for younger students.

2. **Early speech production** will occur once students have a recognition vocabulary of about 500 words. Production activities begin with questions requiring only single-word answers or with either/or questions in which the alternatives are provided. This type of production parallels that of young children who first begin to speak in holo-phrastic utterances. Another type of production activity is the sentence-completion response, in which a personalized question is asked and the answer is provided except for one word, which students supply.

3. **Speech emergence** occurs after the early speech production phase and is encouraged through the use of games, humanistic-affective activities, and information and problem-solving activities. During all of these activities, the teacher is careful not to correct errors, as this is potentially harmful to the students' speech development.

   As can be seen from this description, the Natural Approach classroom is one in which communication activities, contextualized acquisition opportunities, and humanistic learning techniques dominate.

(Also see Unit III, pages 33-36)

# COMMUNITY LANGUAGE LEARNING

9:00-9:10 Students talk among themselves, first about remedies for a headache that one of the members has, then about the "Tylenol Murders." The teacher sits in the circle and takes notes, but does not participate except to give words and phrases on request and to responsd to questions on sentence clarity. Fluency varies from halting to fairly good, but all group members seem to be saying what they mean and to be absorbed in the conversation. Errors of grammar are frequent, but with the exceptions already noted, the teacher does not call attention to them.

9:10-9:15 The teacher summarizes the conversation and gives brief answers to two questions about why he or she said something in a particular way.

9:15-9:28 Working from notes, the teacher writes on a flip chart a series of sentences based on the content of the conversation, making sure that each person's contribution is represented in at least one sentence. The teacher then underlines various words or endings and the students collectively give appropriate meanings or grammatical functions.

9:28-9:41 Using cards that the teacher has prepared based on the content of the preceding session, student play "Concentration" as a means of vocabulary review.

9:41-9:50 Using sentences from this and earlier sessions, students work in pairs or groups of three, forming and answering questions. The teacher moves from group to group and monitors the activity, answering questions as they arise.

# Appendix D

## *SURVIVAL KIT FOR THE FIRST DAY OF CLASS*

***Name tags, games, interview chart, bingo grids, writing journals and more.***

### *WELCOME*

1. *Make posters using the welcome words provided in the activities kit.*
2. *Place a welcome mat at the front door of the classroom. Explain the concept of welcome. Discuss the various ways of greeting people and making them feel welcome. Have learners translate the word welcome in their first language.*
3. *REMEMBER TENS – Touch, Establish eye contact, use the learner's Name, and Smile. Start each class with learners greeting one another as they enter and encourage cross-cultural greeting customs if learners are from diverse cultural backgrounds.*

### *NAME TAGS*

1. *Distribute name tags to students and have students write their names on the tags. Do not pull the back cover off. Have each student introduce himself, then place the name tag in pile and sit down. Have individual students come to the front of the class and other students must find the correct name tags.*
2. *Have basic level learners find their own name in the pile of name tags.*
3. *Give each student a tag with another student's name. Tell students to find the person whose name is on the tag. This a great way for students to get to know one another and to practice introductory phrases such as 'good morning' and 'nice to meet you.'*

### *THIS IS ME!*

1. *Tell the class something about yourself. Pass a ball to a student and have the student share something about himself. The student passes the ball to another student who tells something about himself.*
2. *Take pictures of each student with name plainly showing. This will help you and other students know each other faster. Give each student a picture. Stories can be generated using these pictures at a later date.*

*Source: Tips from the Trenches, ESOL Instructor's Handbook, Orange County Public Schools, 1999.*

# Tips for the First Day

**Learn** the students' names and how to pronounce them. Use name tags to help students learn one another's names as well.
**Find** out something about your students' backgrounds.
**Create** a comfortable, non-threatening atmosphere.
**Find** out students' needs in the four skill areas: listening, speaking, reading, and writing.
**Determine** some short-term goals

# Tips for Everyday

**Remember** books are resources, not necessarily the whole curriculum. Don't be afraid to use a variety of resources, activities and techniques.
**Speak** in a natural tone of voice. Use normal intonation, rhythm, pace, and volume.
**Teach** by topic, situation, or competency (teach for purpose).
**Make** sure that your subject matter is relevant. Your students should leave class every day with language they can use.
**Limit** your language in quantity and complexity.
**Proceed** SLOWLY. Don't feel pressure to run through a text.
**Review** every day.
**Vary** activities frequently.
**Care** about your students' lives and show it.
**Start** learning a new language yourself to see how difficult it is!
**Give** your learners a chance to learn – don't teach everything.
**Don't** correct every error when students begin to speak.
**Remember:** there is no perfect text.
**Help** students to set small goals.
**Be flexible.** The best language lesson may grow from a student's shared experience (an accident, a wedding, anything that is important to the students).
**Don't** allow yourself to be threatened by anything you don't know. As Winston Churchill once said, "It is better to do something than to do nothing while waiting to do everything!" There are a vast array of methods and approaches in ESOL. This vast reservoir of possibilities sometimes intimidates new ESOL teachers; but if you are committed to helping your students learn English (and you are, or you wouldn't be reading this guide), you will soon develop an approach that works well for you and your students.

*Source: Tips from the Trenches, ESOL Instructor's Handbook, Orange County Public Schools, 1999.*

# Appendix E

## ACTIVITIES FOR BEGINNING STUDENTS

Teaching activities designed for beginning level instruction are suitable for those students who understand very little or no English. Beginning students have limited passive and active vocabulary, and have limited control of structures. They are unable to understand common situations in spoken English and as a result may respond in one-word sentences.

### *FOR LEVEL ONE INSTRUCTION*

1. Use ten to fifteen minutes of Total Physical Response activities on a daily basis to quickly build listening skills and a large passive vocabulary bank.
2. Build an active base of words and sentence patterns for immediate verbal usage by using the "SHOE BOX" activities.
3. Read short, simple stories several times a week for enjoyment, exposure to extensive vocabulary, structures, and rhythm of English.
4. Teach a simple song.
5. Read and copy words and sentences students are familiar with through previous presentations.
6. Teach the order and formation of letters of the alphabet, with sound/symbol correspondences, using words they are familiar with.

### SHOE BOX ENGLISH

The number of lesson activities that can flow out of a shoe box full of small items is endless. To use ***Shoe Box English,*** you must assemble a collection of small items. The items should be non-fragile and useful in vocabulary development. The items collected can come from your own "pack-rat" collection, donations from other teachers, garage sales, and children. Such items may include the following:

| | | | |
|---|---|---|---|
| ***small dolls*** | ***junk jewelry*** | ***silver ware*** | ***pencil*** |
| ***ribbon*** | ***toy animals*** | ***feathers*** | ***eraser*** |
| ***rocks*** | ***music box*** | ***toy cars*** | ***chalk*** |
| ***nuts*** | ***play money*** | ***sandpaper*** | ***rubber band*** |
| ***keys*** | ***plastic fruit*** | ***crayons*** | ***pieces of fur*** |

After you have collected enough items, sort them according to your needs into a number of shoe boxes. If they are sorted alphabetically, you will find the alligator in shoe box ***A***, the dinosaur in box ***D***, and the turtle in box ***T***, when needing a prop for a lesson or a story that you are reading.

Items in your shoe box may also be used to teach ***pronunciation*** lessons to beginners. In your ***H*** shoe box, for example, you may have a ***h***orse, ***h***at, ***h***ouse, ***h***en, small doll with long ***h***air, ***h***eel from a shoe, and ***h***andkerchief.

In addition to boxes of items stored alphabetically, you can also have an ***adjective*** box: Dogs-***(small, medium, large);*** Cars-***(red, black, green);*** Rock-***(hard);*** Fur-***(soft);*** Sandpaper-***(rough);*** Satin-***(smooth);*** Ribbon-***(wide-narrow);*** String-***(long-short);*** Paper-***(clean-dirty);*** Toy cars-***(old-new);*** Mask-***(ugly-beautiful);*** Rabbit-***(fast)***-Turtle-***(slow).***

***"SHOE BOX ENGLISH"*** activities may be used to teach the following skills:

## *VOCABULARY*

***PRESENTATION:*** Students sit around a table. Clear the table except for the items you are using. Say the names of the items several times for passage recognition. Initially, limit the number of items taught to two or three, as you test your students' abilities. Increase the items at a rate that will interest and challenge but not overload or confuse.

a. No language response necessary:
   Point to the spoon.
   Point to the dog.
   Where is the ring?

b. Yes or no response needed.
   Is this a ring? (yes)
   Is this a spoon? (no)

c. After passive recognition, practice the vocabulary for active use:
   Is this a pen or pencil? (a pen)
   What's this? (a cup)
   What's this? (It's a box)

***NOTE:*** Language lessons will be more successful when there is plenty of opportunity for listening comprehension prior to speaking. Lessons for beginning students would involve students in physical responses to commands or giving one-word answers. Act out the meaning of your commands as you give them, and repeat as often as necessary. Praise students for nonverbal responses as well as for one-word responses or complete sentences. You can request complete sentences later, when they can more easily handle the complexity of sounds, word order, and structures.

## *REQUESTING*

***PRESENTATION:***

1. After teaching the names of several items placed in front of the student, hold our your hand and say, "May I have the spoon please?" Repeat the same pattern, so that each student has an opportunity to give you that item as well as hear the request form repeatedly.

   NOTE: This is an opportunity for you to be aware of the potential for cultural differences in the simple act of handling items to a person. (Korean students are taught to hand things to an elder with both hands, whereas Arabic students must use only their right hand. They become offended when things are given to them with the left hand, because that hand is reserved for "dirty" work). It is not only language forms students are learning, but they are also learning that differences in body languages do exist among cultures.

2. Help students say the words, "May I have the (item)," in chorus, breaking the sentence down to individual words when necessary.

| ***Teacher*** | ***Student*** |
|---|---|
| ***May*** | ***May*** |
| ***I*** | ***I*** |
| ***have*** | ***have*** |
| ***May I have*** | ***May I have*** |
| ***the pen*** | ***the pen*** |
| ***May I have the pen*** | ***May I have the pen*** |
| ***please*** | ***please*** |
| ***May I have the pen, please?*** | ***May I have the pen, please?*** |

***NOTE:*** The pitch and melody of each in the whole phrase is as important as the pronunciation of the words, and should therefore have the ***"polite request form melody"*** of the final utterance. (low high low high low high?)

3. Hold up one of the items whose name the student has learned. Have the student request the item by saying, ***"May I have a _____ please?"*** Give it to him or her, wait for a thank you, and say, ***"You're welcome."***

## *MEMORY DEVELOPMENT*

Place ten (or more) items on a tray in front of the class. Allow the students to study the tray for thirty seconds. Then have them close their eyes as you remove one or two objects. Have them open their eyes and tell what is missing.

## *SENSORY DEVELOPMENT*

Place an item in a paper bag without letting students know what the item is. Have students feel the item and guess the name of it.

## *CATEGORIES*

Distribute items and have students sort them into subgroups such as: animals, toys, furniture, red things, blue things, items that begin with the letter ***b***, etc.

## *CREATIVE SENTENCES*

Randomly select two or three items at a time. Have students make up sentences linking the items. ***(chair, doll) The doll is sitting on the chair. The chair fell on the doll.***
***(car, flag) I put a flag on the car.***

## *CREATIVE STORYTELLING*

Select two or three ***"character "*** items (animals, people, monsters) and some ***"inanimate"*** items (house, tree, money, banana). Have students create a story. To give an example you might demonstrate the possibilities yourself. Students may work in groups or individually. This may also be done as a written exercise as well.

## *A-AN*

Continue reinforcement of ***have*** and ***has.*** Add objects beginning with vowel sounds. (alligator, elephant, orange, apple, umbrella, old car, etc.)

## *COMPARISONS*

The pencil is ***longer*** than the pen.
The truck is ***bigger*** than the car.
The truck is the ***biggest*** thing in the box.
The green truck is ***more beautiful*** than the red ring.
Which is ***more expensive,*** the ring or the ribbon?
Which is ***smaller,*** the ring or the watch?
What is the ***smallest*** thing in the box?
What is the ***most beautiful*** thing in the box? (etc.)

## *VERB TENSE PRACTICE*

I ***am not holding*** a penny.
What ***are*** you ***holding?***
Where ***is*** the rabbit ***sitting?***
What ***am I doing*** to the truck?
You ***are pushing*** the truck.
What ***is*** Hoa ***doing?***
She ***is counting*** the money. (etc.)

## *PRONUNCIATION*

What things begin with the ***/b/*** sound? (box, ball, book, etc.)
What is the beginning sound of ***marble?*** /m/
Find something that rhymes with ***up.*** (cup)
Find something that begins with the same sound as ***dinosaur.*** (dog)
How many things can you find that begin with the sound ***/t/?***
Put all the things that begin with the same sound together.

## *SIGHT READING*

After you have taught the names of (ten) items, write each word on a 3x5 index card. Place the cards around the table. Distribute the items and have students place the correct item next to each word card.

## *NUMBER AND PLURAL FORMS*

Count the marbles: One, two, three, four, five marbles.
May I have three marbles, please?
May I have two red pencils and four blue crayons? (etc.)

## *COMMAND FORMS—PREPOSITIONS OF PLACE*

***Take*** the doll, the green crayon, and the red car.
***Put*** the doll ***on*** the table.
***Put*** the crayon ***in*** the desk. Put the car under the table.
***Put*** everything ***in*** the box.
***Give*** the ***red*** cup ***to*** Ingrid.
***Place*** the chair ***against*** the wall.

## *IS-ARE... IT-THEY*

The truck ***is*** red.
***Is*** the car red? (yes/no)
The dog ***is*** big. ***Is*** the cat big? (yes/no)
Where ***is*** the eraser? ***(It's)*** in the box.
The yellow pencils ***are*** long.
***Are*** the green pencils long? (No, ***they aren't***/Yes, ***they are.)***
Where ***are*** the cups? (***They are*** under the table.)

## *HAVE-HAS*

Give one or more items to each student and to yourself. Teach **have** and ***don't have*** on one day and ***has*** and ***doesn't have*** on another. Be sure to reinforce the usage, for they will take longer to teach.

I ***have*** a spoon.
What do you ***have?***
I ***have*** a dog and a cat.
Do Maria and Carlos ***have*** pens?
No, they ***don't.*** They ***have*** pencils.

Anna ***has*** a doll.
What ***does*** Ali ***have?***
He ***has*** a truck.
Does Yoko ***have*** a doll?
No, she ***doesn't***. She ***has*** a bear. (etc.)

## *USING "AND"*

Where are the pen ***and*** pencil?
Point to the dog ***and*** the cat.
Take the car, the dog, ***and*** the cat.
May I have the pencil, the pen, ***and*** the car, please? (etc.)

## *COLORS*

Where is the ***blue*** car?
Point to the ***black*** cat.
Take the ***yellow*** pencil and red pen.
May I have the ***green*** car and the ***red*** truck, please? (etc.)

## *ADJECTIVES*

Where is the ***big*** spoon?
May I have the ***small*** cup, please?
May I have the ***clean*** paper (the ***old*** car, the ***new*** car, the ***long*** pencil, the ***short*** pencil, the ***dirty*** paper), please?
Which animal has ***long*** ears? Which animal has a ***short*** tail? (etc.)

*Source: Claire, E. (1988). ESL Teacher 's Activities Kit. Englewood Cliffs, New Jersey: Prentice Hall*

## Appendix F

# PRONUNCIATION

Distinguishing the sounds of American English is very important to the ESOL student. Upon arrival, English will sound like noise to the learner. To the American, the foreign accent will sound like static on the radio. The speaker's message will be overwhelmed by the accent. Consequently, the ESOL teacher will want to reduce the ***"static"*** and allow the message to come through.

Some students will mentally ***"hear"*** the differences in sounds and successfully produce them. Other students may ***"hear"*** the differences but will not be able to produce them. Overall it is important that the student recognize the sounds when these sounds come along. How many of your students have been ***"angry"*** instead of ***hungry?*** Do you remember the student who wrote, ***"I am hat,"*** instead of ***"I am hot."***

Successful pronunciation is important to avoid embarrassing situations for the non-native speaker of English. Suppose the student said, ***"Your sauce is sickening,"*** instead of ***"your sauce is thickening?"*** The American facial reaction could frighten and intimidate the student. Changing one minor sound redefines the meaning of such expression and as a result, miscommunication occurs. Your goal for the student is for him/her to communicate clearly.

Pronunciation lessons should be given once or twice a week. Usually a blatant or recurring error will prompt the teacher to take care of the problem. A way to do this is to provide minimal pairs (i. e. pairs of words that differ by just one sound) activities.

(See the following minimal pairs)

# MINIMAL PAIRS

| /J/ | | /Y/ |
|---|---|---|
| Jew | ⟷ | you |
| juice | ⟷ | use |
| jet | ⟷ | yet |
| jarred | ⟷ | yard |
| joke | ⟷ | yoke |
| jail | ⟷ | Yale |
| jams | ⟷ | yams |
| July | ⟷ | you lie |
| juiceless | ⟷ | useless |

| /sh/ | | /ch/ |
|---|---|---|
| sheep | ⟷ | cheap |
| ship | ⟷ | chip |
| shatter | ⟷ | chatter |
| mush | ⟷ | much |
| mashing | ⟷ | matching |
| washer | ⟷ | watcher |
| shoe | ⟷ | chew |
| cash | ⟷ | catch |
| wished | ⟷ | witch |
| crushed | ⟷ | crutches |
| sheet | ⟷ | cheat |

| /n/ | | /ng/ |
|---|---|---|
| sin | ⟷ | sing |
| thin | ⟷ | thing |
| win | ⟷ | wing |
| son | ⟷ | sung |
| bun | ⟷ | bung |
| ban | ⟷ | bang |

# PREDICTABLE PRONUNCIATION ERRORS

The following is a list of common pronunciation errors ESOL instructors will encounter. Once the errors have been identified, instructors should refer to the text ***English Pronunciation for International Students.***

1. Past tense sounds of the "ed" ending:
   - ***/t/ as in washed***
   - ***/d/ as in played***
   - ***/ed/ as in wanted or needed***

2. The final "s" or "es" of plural nouns, third person singular verbs, and noun possessives:
   - ***/s/ as in books***
   - ***/z/ as in comes***
   - ***/iz/ as in classes***
   - ***/s/ as in Pat's car or /z/ as in Bob's house***

3. The /v/ and /b/ contrast (specifically among Spanish speakers):
   - ***very becomes berry***
   - ***vest becomes best***
   - ***vote becomes boat***

4. The English /l. and /r/ contrast is difficult for Spanish, French and Asian speakers. In Spanish the /r/ is trilled, in French it is guttural, Asian speakers confuse /l/ with /r/.
   - ***late becomes rate***
   - ***load becomes road***
   - ***flight becomes fright***
   - ***read becomes r-r-read***

5. The /s/ and /sh/ contrast:
   - ***sip becomes ship***
   - ***see becomes she***
   - ***Sue becomes shoe***

6. The /she/ and /ch/ contrast
   - ***shoe becomes chew***
   - ***ship becomes chip***
   - ***share becomes chair***

7. The voiced and voiceless /the/ sounds contrasted with /t/ or /d/:
   - ***they becomes day***
   - ***three becomes tree***
   - ***thin becomes tin***
   - ***"thank you" becomes "tank you"***

8. The aspirated /h/ as the beginning sound in words. Speakers of French do not pronounce the /h/ sound in their language and will encounter problems with its sound.
   - ***hat becomes at***
   - ***hate becomes ate***
   - ***her becomes er***
   - ***hello becomes ello***

9. The final sound of /m/ is often pronounced as /n/ because total lip closure does not occur. Quite common in Spanish speakers.
   - ***Some becomes sun***
   - ***Tim becomes tin***
   - ***swim becomes swing***

10. Vowel contrast of long [e] and short [I] are often confused:
    - ***eat becomes it***
    - ***seat becomes sit***
    - ***feel becomes fill***
    - ***beat becomes bit***

11. The short vowel sound of [a] is a problem in all languages. Students tend to pronounce the short [a] sound as [ahh].
    - ***hat becomes hot***
    - ***cat becomes cot***
    - ***map becomes mop***

12. Contractions are a problem for all ESOL students. Despite their knowing the meaning of the contracted word, the final consonant sound is often omitted.
    - ***can't becomes can***
    - ***he's right becomes he right***
    - ***I'll go becomes I go***

*Source: Excerpted from Palm Beach County Public School District. (1990). Adult ESL curriculum guide.*

# Appendix G

## DEFINITIONS

**Adult general education** – A comprehensive instructional program designed to improve the employability of the state's workforce through adult basic education, adult secondary education, English for Speakers of Other Languages, vocational preparatory instruction, and instruction for adults with disabilities.

**Adult ESOL or Adult ESL** – noncredit English language courses designed to improve the employability of the state's workforce through acquisition of communication skills and cultural competencies which enhance ability to read, write, speak, and listen in English. ESOL means English for Speakers of Other Languages. ESL means English as a Second Language. The two terms are interchangeable.

**Adult Student** – a student who is beyond the compulsory school age and who has legally left elementary or secondary school, or a high school student who is taking an adult course required for high school graduation.

**Literacy Completion Point** – the attainment of prescribed academic or workforce readiness skills. These skills qualify the participant for further basic education, vocational education or employment.

*Source: Excerpted from the Workforce Development Implementation Act of 1998 Section 239.105 and the Florida Department of Education's Commissioners' Task Force Report.*

# Appendix H

# RESOURCES FOR ESOL EDUCATORS

| Professional Associations | Contact | Street Address | City, State | Zip Code | Phone | Fax/E-Mail |
|---|---|---|---|---|---|---|
| Adult & Comm. Educators of FL/ ACE of Florida | Valarie Boyd Executive Director | 912 S. Martin Luther King Blvd. | Tallahassee, FL | 32301 | 850-222-2233 | 850-222-0133 aceffl@electro-net.com/~aceoffl/acehome.htm |
| Florida Literacy Coalition | Jill Dotts Executive Director | 934 N. Magnolia Ave. Suite 104 | Orlando, FL | 32803-3854 | 407-246-7110 | 407-246-7104 flliteracy@aol.com |
| Sunshine State TESOL | Michael Kraft, President C/O The Art Institute of Fort Lauderdale | 1799 SE. 17th Street | Fort Lauderdale, FL | 33316-3000 | 1-800-275-7603 | Sunshine-tesol.org |
| TESOL/Teachers of English to Speakers of Other Languages | Program Specialist | 1600 Cameron Street, Suite 300 | Alexandria, VA | 22314-2751 | 703-836-0774 | 703-836-7864 tesol@tesol.edu.http://www.tesol.edu |

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| Clearinghouse | Site Location | Street Address | City, State | Zip | Phone | Fax/E-Mail |
|---|---|---|---|---|---|---|
| Adult Learning & Literacy Clearinghouse | U.S. Dept. of Education Div. of Adult Ed. & Literacy | 400 Maryland Ave. SW | Washington, DC | 20037-0037 | 202-205-9996 | NOT AVAILABLE |
| ERIC Clearing-house on Language & Linguistics | Center for Applied Linguistics | 1118 22nd Street NW | Washington, DC | 20037-0037 | 202-362-0700 | 202-362-3740 www.cal.org |
| Curriculum Publications Clearinghouse | Western Illinois University | Horrabin Hall 46 | Macomb, IL | 61455 | 309-298-1917 | 309-298-2869/ CPC@wiu.edu |
| National Clearing-house for Bilingual Education | Center for Applied Linguistics | 1118 22nd Street NW | Washington, DC | 20037-0037 | 202-467-0867 | 800-531-9347 ASKNCBE@ncbe.qwu.edu |
| OTAN VESL/ Workplace Clearinghouse | San Diego Community College District Continuing Ed. Centers | 5350 University Ave. | San Diego, CA | 92105-2296 | 619-265-3458 | 619-265-3470 E-mail – NA |
| National Center for Research in Vocational Ed. | Special Population Program Office | 345 Education Bldg. 1310 S. Sixth Street | Champaign, IL | 61820 | 217-333-0807 | 217-244-5632 E-Mail: not available |
| National Clearinghouse for ESL Literacy Ed. | Center for Applied Linguistics | 1118 22nd Street NW | Washington, DC | 20037-0037 | 202-429-9292 Ext. 200 | 202-659-5641 ncle@cal.org.http://www.cal.org.ncle |

| Curriculum Coordination Centers | Site Location | Street Address | City, State | Zip | Phone | Fax/E-Mail |
|---|---|---|---|---|---|---|
| Illinois State Curriculum Center National Tech Prep Clearinghouse | University of Illinois at Springfield ***Lending Library: will loan materials for 30 days*** | Building K-80 | Springfield, IL | 62794 | 800-252-4822 | 212-786-6375 http:\\www.uis.edu\iscc |
| Oklahoma Dept. of VocTech | Oklahoma Department of Education | 1500 West 7th Ave. | Stillwater, OK | 74074-4364 | 405-743-5423 800-358-2343 | 405-743-5142 votemah@succ.bitnet |



BEST COPY AVAILABLE

## Appendix I

# Free Internet and E-mail Access Available for Educators

FIRN is an extensive network that electronically links all of Florida's public education entries to computing resources that serve public education. The Florida Information Resource Network (FIRN) provides Internet and E-mail Access for Florida educators. This option is not designed to replace local school district e-mail services, but is available for educators who do not otherwise have Internet access, including use on their home computers.

This service is available at no charge to educators. To register on-line for a FIRN Internet Network account and FIRN POP Mail account, go to **http://www.firn.edu.firnfaqs/register.html**. For more information, call FIRN at 1-800-749-3476.

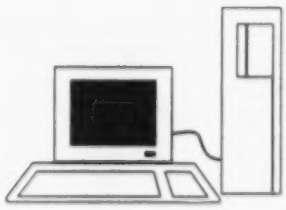
The FIRN Home Page is an excellent resource for educators and students. This web site may be accessed using any Internet service provider at **http://www.firn.edu**. Additionally, the DOE Home Page will be playing an increasingly important role in the Department of Education's efforts to communicate new and timely information. Visit the DOE Home Page at **http://www.firn.edu.doe**.

*Source: Monday Report, Volume XXXIV, Number 5, Florida Department of Education, February 1, 1999*

**Appendix J**

# ESOL INTERNET ADDRESSES

1. **http://www.linguistic-funland.com**
2. **http://www.toefl.org**
3. **http://www.lang.uiuc.edu/r-li5/esl**
4. **http://wwwl.kaplan.com/**
5. **http://www.edunet.com/english/grammar/toc.html#toc**
6. **http://www.go-ed.com/english/practice/rside/G_quizq.html**
7. **http://www.go-ed.com/english/practice/rsideV_animaq.html**
8. **http://www.ielts.org/sample.html**
9. **http://www.aitech.ac.jp/~iteslj/quizzes/index.html**
10. **http://nhd.heinle.com/**
11. **http://www.dictionary.com/**
12. **http://wordsmith.org/award/siteindex.html**
13. **http://www.s9.com/biography/**
14. **http://www.esl.cafe.com**



# Appendix K

## STAFF DEVELOPMENT: Mentoring the New ESOL Instructor

The following staff development proposal suggests that ESOL program managers appoint an experienced ESOL instructor (master teacher) as a mentor for newly hired ESOL instructors. The mentor would work with the new teacher(s) for one semester using staff development ESOL training resources/products (or this Guide for Instructors of Adult ESOL and its accompanying videotape) to aid the new teacher(s). At the end of the semester, the new teacher would complete an evaluation to assess his acquired competencies.

The following is an overview of this staff development model:

**The new ESOL teacher:**

- Read the ESOL INSTRUCTOR HANDBOOK and apply its contents in his/her classroom teaching and in his/her record keeping.
- Use the mentor as a guide to learn what needs to be known to become a productive and successful ESOL teacher.
- Successfully complete the evaluation of the program at the end of a semester.

**The mentor:**

- Go over the ESOL INSTRUCTOR HANDBOOK with the new teacher. Help him/her learn what needs to be known for him/her to become a productive and successful ESOL teacher.
- Observe the new teacher and make suggestions about his/her record keeping and teaching methods. Have the new teacher observe you and ask you questions about your record keeping and teaching methods.

**The administrator:**

- Appoint an experienced ESOL instructor to act as a mentor to a new ESOL teacher.
- Consult with the mentor periodically on the new teacher's progress.
- Evaluate the new ESOL teacher's progress with the mentor after one semester.

Developed by: Glenda Anderson, ESOL Adult Education Coordinator
Karen Castelloes, ESOL Chairperson, Winter Park Tech
Orange County Public Schools, 1998

# Appendix L

## Quality Professional Development Project

# INSTRUCTOR/USER EVALUATION FORM

■ **Please circle the number that matches your response to the following statements:**

**5=Excellent; 4=Good; 3=Average; 2=Fair; 1=Poor**

| | | | | | |
|---|---|---|---|---|---|
| 1. Overall rating of the products (manual and video) | 5 | 4 | 3 | 2 | 1 |
| 2. Product organization and preparation (format, sequence, materials) | 5 | 4 | 3 | 2 | 1 |
| 3. Instructor self-directed assessment (matched to objectives and manual's content) | 5 | 4 | 3 | 2 | 1 |

■ **Please circle the number that matches your response to the following statements:**

**5=strongly agree; 4=agree; 3=don't know; 2=disagree; 1=strongly disagree**

***As a result of reading A Guide for Instructors of Adult ESOL,***

| | | | | | |
|---|---|---|---|---|---|
| 4. I am more knowledgeable about Adult ESOL student assessment instruments and student performance levels of adult students. | 5 | 4 | 3 | 2 | 1 |
| 5. I better understand the criteria of Adult ESOL courses and how to use the curriculum competencies in the classroom. | 5 | 4 | 3 | 2 | 1 |
| 6. I am more familiar with Adult ESOL teaching methodologies and the four ESOL instructional components (listening, speaking, reading, writing). | 5 | 4 | 3 | 2 | 1 |
| 7. I have learned Adult ESOL instructional techniques that will be helpful in the classroom. | 5 | 4 | 3 | 2 | 1 |

| | | | | | |
|---|---|---|---|---|---|
| 8. I am more aware of the importance of student retention/completion and the impact of LCPs on future adult education programs. | 5 | 4 | 3 | 2 | 1 |
| 9. I found the teacher resources information extremely helpful. | 5 | 4 | 3 | 2 | 1 |
| 10. I found it useful to have the instructor self-directed answer key correlated to the pages of the manual. | 5 | 4 | 3 | 2 | 1 |

***Having watched the videotape,***

| | | | | | |
|---|---|---|---|---|---|
| 11. I thought the videotape was helpful to me as a new Adult ESOL instructor. | 5 | 4 | 3 | 2 | 1 |

**Comments:**_____

_____

_____

_____

_____

_____

_____

***Please return your completed instructor/user evaluation form to:***

**Quality Professional Development Project**
**Florida Community College at Jacksonville**
**Program Development Department**
**940 North Main Street, Room 203**
**Jacksonville, Florida 32202-9968**

# QUALITY PROFESSIONAL DEVELOPMENT PROJECT 1999

*FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE*
*PROGRAM DEVELOPMENT*